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ABSTRACT

This report presents results of the third year of a project designed to enhance employability and career mobility of limited English speaking Franco-American adults in jobs providing services for the elderly. The first section states project objectives of the college-level, credit-bearing program conducted at five university campuses: (1) to expand the bilingual certificate gerontology program; (2 and 3) to provide bilingual vocational education for Maine's high Franco-American populations and 100 unemployed and underemployed adults; and (4) to encourage the consortium between the University of Maine system and community agencies in meeting the above objectives. Section 2 includes reports from five University of Maine project sites (Fort Kent/St. John Valley, Lewiston-Auburn, Augusta-Waterville, Presque Isle-Caribou, and Biddleford/York County) which contain information on recruitment, orientation, student profile, faculty, curriculum, student and university support services, community involvement, personal assessment, and conclusions. In the third section, conclusions and recommendations are reported based on the project results and follow-up data from the nearly 200 program graduates. (Of the initial 1975 graduates, approximately 40% are employed in human services. Follow-up of 1977 graduates indicates nearly 40% are enrolled in formal educational programs.) In the final section, eleven appendices include information on sites, students, courses, etc. (See related document CE 017 480, a third-year, third-party evaluation report.) (CSS)

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ED158038

FINAL REPORT

Bilingual Human Services Educational Consortium

Bangor Community College
of the
University of Maine at Orono
in cooperation with
York County Community College Services
University of Maine at Presque Isle
University of Maine at Augusta
University of Maine at Fort Kent

U.S. DEPARTMENT OF HEALTH,
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June 30, 1978

CE 017 481

Preface

This document constitutes the FINAL REPORT of the BILINGUAL HUMAN SERVICES EDUCATION CONSORTIUM, a project of the University of Maine funded by the U. S. Office of Education from August 1, 1977 to July 31, 1978.

The five Project Coordinators at each of the four participating branches of the University of Maine prepared a comprehensive report of all project activities at their respective site. This information is synthesized in the final report, along with an introduction and overview of the three-year project prepared by the Project Director. Any opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education or the University of Maine.

A budget summary as of June 30, 1978 is included; a final fiscal statement will be prepared and forwarded to the U. S. Office of Education and to other interested parties after July 31, 1978.

An independent, third-party evaluation of the project conducted by the Social Science Research Institute of Orono, Maine, will be made available to all interested parties after July 31, 1978.

The project staff wishes to thank the many individuals who have provided interest and support to this endeavor during the past three years, particularly University of Maine administrators and faculty, human service agency personnel, various community resource people, and of course, the U.S. Office of Education.

Michael Beaudoin, Ed.D.
Project Director

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I Introduction

For Franco-Americans in New England, employment and income patterns indicate high rates of underemployment and unemployment. The relatively small amount of literature suggests that this historic pattern is a result of four major factors:

1. Limited English speaking ability.
2. A low-level of self-definition, self-esteem, and self-confidence.
3. Widespread overt and covert prejudice directed at Franco-Americans, particularly in the economic sector.
4. Limited education and training opportunities suited to their educational and occupational needs.

In response to this situation, a unique bilingual vocational training program was initiated by the University of Maine in fall, 1975, with funds from the U. S. Office of Education. The Bilingual/Bicultural Human Services Educational Consortium is a college level, credit bearing program conducted statewide (at five University campuses) that has extended the concept of bilingual training into the rapidly expanding field of social services. The project's primary objective was to enhance the employability and career mobility of unemployed and underemployed Franco-American adults with limited English speaking ability, for jobs in community and institutional services for the elderly.

While existing post-secondary courses and training programs provide some preparation in the human services, they do not meet the needs of Franco-American adults trying to obtain practical job skills for employment in community and institutional settings compatible with their cultural milieu. Nor do current human service programs address the need to recognize and indeed utilize, as an instructional tool, the ethnic heritage of minority group students.

Both objective test results and subjective assessments of faculty and staff indicate that limited English language competence was a significant barrier to previous educational and employment for these trainees. Further, at the start of the program, most trainees lacked the self-confidence to freely express themselves in either French or English. It was clear that a program preparing persons for meaningful helping careers must, as a prerequisite, be able to help participants establish a positive personal and cultural identity.

The primary objectives of the project have been:

1. To expand the scope of the current bilingual certificate program in gerontology, adding courses from the associate degree program options in: chemical addiction counseling, mental health, and developmental disabilities.

2. To expand the geographic area served by the current project to include the Augusta-Waterville region, making bilingual vocational education available in all areas of Maine with high Franco-American populations.

3. To provide bilingual vocational preparation to an additional one hundred unemployed and underemployed Franco-American adults, enhancing their employability for positions in social service agencies in their home communities.

4. To encourage an on-going consortium among the University of Maine system and cooperating community agencies that will respond to the continuing need for bilingual vocational education in Maine.

After a second year of extending the bilingual certificate program in gerontology to four University locations throughout the state, resulting in 115 graduates, it was felt that additional program options were desirable. Accordingly, a more general human services curriculum, as well as a new emphasis in Developmental Disabilities, were offered, along with Gerontology, in fall, 1977. Biddeford continued the gerontology program, Lewiston-Auburn offered both gerontology and developmental disabilities, Augusta's initial year was in gerontology, while Presque Isle and Fort Kent evolved toward a more general human service curriculum.

A particularly exciting aspect of the third year effort was the addition of the Augusta-Waterville area as a fifth project site, extending bilingual vocational training to central Maine which has not only a large Franco-American population, but also has many state and local health and human services agencies facilitating practicum placements and eventual employment opportunities for graduates.

A total of one hundred fourteen (114) trainees were enrolled and began the program on a full-time basis in September, 1977. Of this number, eighty (80) completed the one-year college level, credit bearing program and received a certificate from the University of Maine in May, 1978. The remarkably low attrition (approximately 35%) was primarily due to illness or other extenuating circumstances beyond the trainees control. In only three or four instances, did trainees leave the program solely as a result of academic difficulty.

Despite the usual start-up problems, and early misgivings on the part of some skeptical University officials, the project evolved in relatively smooth fashion from idea to reality. Considering that: 1) four relatively autonomous branches of the University modified and shared a curriculum from one campus; 2) the project involved a dozen professional and clerical staff, approximately thirty faculty members and an equal number of practicum supervisors in human service agencies in five locations up to 350 miles apart, it was fortunately devoid of major organizational and communications problems which frequently plague ambitious and innovative new projects.

Unemployed adults participating in special educational programs who are recruited shortly before the start of the academic year, are especially vulnerable to inadequate financial aid. While this program was no exception, considerable effort was made by project staff to prevent withdrawals due to financial difficulties. In addition to the $32,000 in project stipends given to participants, coordinators with the cooperation of campus financial aid officers, were successful in securing substantial amounts of assistance totaling an additional $95,500.

The project's success provided the impetus and encouragement needed by representatives of each campus to explore, expand, and improve consortia approaches in the delivery of educational services. Though perhaps considered a bit too unorthodox and experimental on the part of more traditional educators to receive their full endorsement, the support received from those more open to educational change was sufficient to overcome the resistance to reform which is inherent in any institution accustomed to doing things in established ways.

Daily evidence throughout the project strongly supports the continuing need for bilingual para-professionals in Maine's human services agencies. Staff and trainees continously witnessed situations where bilingual workers were not only an asset to agencies where they were placed for field experience, but they were also responsible for adding happiness into the lives of lonely and unresponsive clients.

As a result of this successful collaborative effort between the University of Maine system and the U. S. Office of Education, over two hundred (200) adult French-speaking citizens of Maine have received education and employment opportunities; educational institutions and human service agencies have demonstrated their commitment to bilingual vocational training; and services to a multi-cultural population have been improved.

The self-awareness and skills gained from courses and counseling, the self-confidence and experience gained from field work in bicultural settings, and the increased language competence acquired through bilingual communication, combined synergistically to create a new sense of identity and potential. We are convinced that the synthesis of bilingual communication abilities, newly acquired vocational tools, and the development of strong interpersonal skills is what contributed to this marked personal and professional growth in such a brief period of time. Participants were able to fashion a unified concept of self, understand their relationship to the larger society, and--in a word--become initiators rather than pawns of their futures.

We do not yet know if this change is a long-term phenomenon but we are confident that the methods we have utilized could apply to a variety of bilingual education and training programs preparing limited English speakers for careers where bilingual professionals are now found in embarassingly small numbers.

FORT KENT SITE REPORT

I. STUDENTS

Students enrolled in the Franco-American Human Service Program came from six towns in the St. John Valley--Fort Kent, Madawaska, Frenchville, Eagle Lake, Plaisted, and St. Francis. Ages ranged from eighteen to sixty-seven. Twelve of the students had families to care for in addition to attending classes. Six had part-time or full-time employment. Working students expressed dissatisfaction with their jobs and realized the need for academic studies to change career directions.

All of the students had French ancestry. The degree of a person's bilingualism ranged from French as a primary language to English as primary. Students stated a need for developing oral and written communications skills in English. During classtime, students requested that English would be spoken. At breaktime and after class, students reverted to French.

Within a month's time, the students formed a group which was determined to solve its own problems. Common backgrounds and attitudes helped to bind them together, thus building confidence. As a result, thirteen students will be attending post-secondary classes on a full time or a part time basis.

By May 10, graduation day, fourteen students completed all requirements for a certificate in Human Services. These students were Rena May Baker, Marie Bard, Joyce Belanger, Debbie Daigle, Joan Dube, Yvette Guerette, Regina Lagace, Catherine Martin, Yvette Michaud, Leonette Pelletier, Pamela Pelletier, Marilyn Pinette, Joan Sirois, Priscilla Daigle. Two students will be late recipients--Joan Nadeau and Joan Dixon.

For further statistical data on the students, consult Appendix B.

II RECRUITING AND ORIENTATION

Recruiting for the Bilingual-Bicultural Human Service Certificate Program--commonly known as the Franco-American Human Service Program--began in June of 1977. Two students who graduated in May from the Franco-American Gerontology Program were hired under workstudy as recruiters. Patricia Frallicciardi was responsible for recruitment in the Frenchville-Madawaska-Sinclair region. Liela Theriault recruited from the Allagash-Fort Kent-Eagle Lake region. These student recruiters also extended program contact to individuals who were attracted to other degree programs on campus.

Methods of recruitment employed included home visits, telephone interviews, newspaper ads and articles, church bulletins, posters, and radio spots. A special attempt was made to solicit the aid of the previous year's students. This involved a tea hosted by UMFK which was held in August, 1977.

As in the previous year of the program, the most effective tool for recruiting students for the 1977-1978 program year was "word of mouth"; a potential student would pass the information along to several friends. Twenty-seven women filled out applications. A strong effort to recruit males into the program attracted few applicants. All potential students were interviewed by the coordinator in order that an evaluation of motivation could be made. Interviews involved a discussion of the following topics: Reading ability, type and depth of material read, job-related responsibilities, family responsibilities, family attitude toward school, student educational attitude and philosophy, and personal goals and objectives.

When first recruited, a new applicant was given a guided tour of the University of Maine at Fort Kent campus. She was introduced to key offices and resource persons on campus; classroom locations and instructor offices were pointed out; maps of the campus, schedules, and course outlines were made available should she require them, and selected study skills handouts were given to each student. Student recruiters were responsible for follow-up contacts via telephone and home visits. The potential student was offered much guidance and support, and easily available contact.

Twenty-five applicants were selected to begin classes October 11, 1978. The late start was to give students an opportunity to supplement income by participating in potato harvest. The program began with twenty-one students enrolling and four students withdrawing applications. Of those enrolled, two enrolled part-time and nineteen enrolled full time. One part-time student completed her requirements for a certificate in December, 1977, and went on for further study in an Associate of Arts degree. Enrollment for second semester consisted for seventeen full-time students, two part-time, and one special student who completed practicum requirements. Three students left the program during second semester because of illness. This brought enrollment down to sixteen students.

As a part of the orientation held on Thursday, October 6, study skills, reading skills, and notetaking were reviewed. The Reading portions of the SCAT test for college bound high school seniors was administered. Students were once again given a tour of the campus. The Dean of Students, Tim Brooks, spoke to the students, offering them his assistance and guidance.

Staff meetings with peer counselors proved helpful in establishing guidelines with which to develop the best assistance for students. These were held weekly for the first four weeks followed by individual private sessions on a weekly basis with each peer counselor. The first month of school involved much problem solving for the students and much counseling and "running interference" for students by the coordinator and the peer counselors. At this orientation, students were introduced to the peer counselors who were given time alone with the students for discussion of orientation day problems.

Group cohesion and support was encouraged early in Semester I. Students gave advice, listened, and solved problems as a unit. A comradery developed which served as one of the most valuable tools for the success of the group.

III FACULTY

Three of five first semester instructors were French/English bilingual. Two of six second semester faculty were bilingual. Bilingual faculty with expertise in the disciplines selected for the Franco-American Human Service Program were very difficult to find. As a result, the percentage of non-French speaking faculty was greater than French speaking faculty. This was not detrimental to the program. Students in search of knowledge of sociology and psychology found their "non-Franco" instructors to be very much attuned to their needs. Course standards and requirements were high; student and instructor expectations were high; communication between instructor and student proved many times to be stimulating; thus student development was excellent.

Faculty orientation meetings were held at the beginning of each semester. Faculty were then consulted on a one-to-one basis. Because of heavy work loads of individual faculty members, this proved the most efficient and immediate method for handling emerging problems. Instructors were quick to respond to the needs of students and the program and were a very important resource for student problem-solving.

For a list of instructors, educational backgrounds, and courses taught, see Appendix D.

IV. CURRICULUM & PRACTICUM

First semester classes consisted of Communications for Bilingual Learners, General Psychology, Group Processes, and Introduction to Human Services . Because of availability of classroom space and because of a need to schedule according to instructors' schedules, classes were held in blocks of time, one three and one half hour class per day. Students attended classes for four mornings a week from Monday to Thursday. By scheduling classes in the mornings only, students were afforded afternoons as time to study or take care of family needs.

First semester classes began on October 11, 1977 and ended on December 16, 1977. The program began at a late date in order to allow the students to make extra income at potato harvest.

Materials developed by Bilingual Instructional Materials Project were used minimally. Instructors preferred to develop their own and did not agree totally with some of the attitudes expressed in the material.

Second semester followed the regular UMFK semester--January 18 to May 12. Students enjoyed the same breaks and vacations as all other campus students. The classes--Interviewing and Counseling, Abnormal Psychology, Practicum, Seminar: Community Problems and Resources--were one and a half hour sessions, meeting twice a week. Students attended classes from 8:30-12:30 on Monday, Tuesday, and Friday. A one credit hour elective, entitled-French Lab for Human Services, offered the students further opportunity for development in French oral communications. Students carried a total of 27 credit hours of study during the academic year.

For further information on courses and instructors, see Appendix C.

Practicum placements were in a variety of Human Service Agencies. Five students completed more than the required one hundred twenty hours of practicum. Two students developed an activity program in a private boarding home. The entire class solicited pledges for the Heart Fund Rockathon held at Forest Hill Manor in Fort Kent and the St. John Valley Security Home in Madawaska. One student set up a one-to-one home counseling situation for one of her clients.

Weekly seminars were used for problem solving and career exploration. Agency supervisiors were invited in to discuss their work responsibilities, and types of services which their agencies delivered. The students were encouraged to question each supervisor about practicum-related matters and about his training and work.

Students were placed in eight agencies. Thirteen supervisors contributed their expertise to the program. The following is a list of placements, supervisors, and students.

Agency	Supervisor	Student
Forest Hill Manor Fort Kent, Maine	Sr. Bernadette Dube Social Director	Leonette Pelletier Rena May Baker
	Deana Bossie Activity Director	Marilyn Pinette Yvette Michaud
St. John Valley Security Home Madawaska, Maine	Violette Picard Activity Director/ Social Director	Regina Lagace Joan Dixon
	Rosemary Dufour Social Director	Margaret Pratt

Agency	Supervisor	Student
Eagle Lake Home Eagle Lake, Maine	Mark Plourde Social Director	Catherine Martin
Aroostook County Action Program St. Agatha, Maine	Jackie Anderson Outreach Worker	Pamela Pelletier Joyce Belanger
	Bertille Chamberland Outreach Worker	Yvette Guerette
Aroostook Regional Task Force Fort Kent, Maine	Harold Bouchard Outreach Worker	Joanne Nadeau
Aroostook Mental Health Clinic Fort Kent, Maine	Mae Ann Gagnon Counseling Aide	Joan Sirois Priscilla Daigle
	Frank DeSalvo Alcohol & Drug Abuse Counselor	Joan Dixon
Northern Maine Medical Center Fort Kent, Maine	Priscille Cote Social Director	Joan Dube
Cooperative Extension Service Fort Kent, Maine	Emily Evans Nutrition	Debbie Daigle
	Candide DeRosier Community Aide	Marie Bard

V. SUPPORT SERVICES

Financial Aid

Financial aid packets were prepared with the assistance and direction of the financial aid officer, Donald Honeman. Due to the lateness in submitting reports, not all students received maximum financial aid packages. Students who did not get assistance were awarded tuition and book monies from the stipends account of the program budget. For a breakdown of awards see Appendix J.

Counseling

Counseling was the responsibility of the coordinator. Peer counselors assisted with off-campus and on-campus student contact. Students having special personal problems were referred to the Aroostook Mental Health Center. Dean Tim Brooks and Dr. T. Franklin Grady consulted with and assisted students who felt they needed extra guidance.

Newsletter

Written from Within served as a valuable link between the campus, the program participants, the community, and the practicum sites. Liela Theriault edited and wrote articles for the newsletter. Students published articles of opinion, personal progress, factual reporting, and included notes from the practicum diaries.

Other functions of the newsletter were to assist in the development of group cohesion and to build pride in student progress. For a sample of the newsletter, see Appendix D.

Study Skills and Tutoring

The University of Maine at Fort Kent offered three study skills workshops before the semester began. Many of the students attended these workshops. Study skills reviews were offered in mini-workshop sessions when the students began classes. Workshops and skills sessions were on note taking, sentence structure, and proper methods of textbook reading.

The coordinator and peer counselors did limited tutoring for special assignments. Students with study problems could avail themselves of the Basic Skills Center at UMFK. Much tutoring was done by the students themselves as they helped each other, grouping together to study, to compare notes, and to do assignments.

Assertiveness Training Workshop

A special assertiveness training workshop was conducted on March 22, 1978 by Francoise Paradis, Coordinator of the Presque Isle Site. Later, students reported on activities and personal development to the Fort Kent Coordinator.

Resume Writing Workshop

The Dean of Students, Tim Brooks, conducted a two hour resume writing workshop. Students followed-up by writing their own resumes which were typed by Rollande Cyr, secretary to the Dean.

VI. INSTITUTIONAL SUPPORT and COMMUNITY INVOLVEMENT

The University of Maine at Fort Kent has been very supportive of the Bilingual-Bicultural Human Service Certificate Program. Clerical assistance has been readily available. The campus hosted workshops on study skills and a graduation for the students.

The campus has used the program as a model for developing a special counseling and academic assistance project for life-long learners.

The Human Service Program has attracted many people to the campus. It has been a very important link between agencies offering information and referrals. It has stimulated outreach workers and agency officials to return to school to upgrade their educations. The affects of the program on the UMFK and in the community were very positive indeed.

VII. COORDINATOR'S STATEMENT

As in the previous year of the program, the students' determination to succeed was one of the important factors in the success of the Franco-American Human Service Program at the University of Maine at Fort Kent. The support and encouragement of campus administrators, faculty, students, and classified employees was the second greatest impetus for program success.

Using the group as a counseling agent proved to be very important. By directing problems back to the group, independence and confidence were fostered. The students who have received certificates have developed into assertive, change-agents for their communities, their employment, and of most importance, themselves.

The program has achieved what it set out to do--to train bilingual paraprofessionals in Human Services. However, it had a far more subtle affect than what was expected at its inception. It has motivated a high percentage of students to continue their educations and to work towards a degree. People who had felt that college was not available to them are finding themselves very much a part of the campus community. Because of limited work opportunity in the St. John Valley, it is very important that persons have as much education as possible in order to actively compete for existing employment in the Human Service field. The program has offered a giant step forward for its participants. Its impact will be felt for a long time.

LEWISTON-AUBURN SITE REPORT

FINAL REPORT

1. Introduction

Academic year 1977-1978 is the second year of funding by the United States Department of Education, of the Bilingual-Bicultural Human Services Program at the Lewiston-Auburn Center site of the University of Maine at Augusta. Funding began August 1, 1977 and will end July 30, 1978.

2. Recruitment and Orientation

In doing second year recruiting, there was the advantage of incorporating a variety of methods which were effective the first year, plus designing new ones. The recruitment plan included: referrals from the Community Education Counselor, radio spots and newspaper articles. An informational mailer was sent to all local human services agencies, nursing homes and other programs utilizing volunteers. Pastors of local churches were explained the program and were asked if a description could be included in their parish bulletins. Some agreed, others preferred that we leave flyers at the back of the church. Flyers and posters were also left in local grocery and variety stores, department stores, laundromats, libraries, the Department of Human Services, the Auto Registration Bureau and drug stores; we concentrated these efforts in the areas of highest Franco-American population. We received referrals from other educational programs such as WIN Program, the Adult Learning Center and the ACT Program. Everyone who had expressed interest during 1976-1977, program student withdrawals and 1977 graduates were all contacted, with good results. The program had a permanent booth in the Lewiston City Park during the week of the Franco-American Festival, July 25-31. This booth was manned by the coordinator, the assistant and 1977 program graduates. Much information was given out, which resulted in four interviews of prospective students. The last weekend of August, the 26 and 27, the staff participated in the Adult Education Fair sponsored by UMA, Lewiston-Auburn Center. One of the most effective methods was "word of mouth", once a few students had had their initial interviews. Recruitment procedures have been discussed in detail because it is important to remember that traditional recruitment methods often are ineffective in recruiting non-traditional students. Much time, effort and money can be wasted on unproductive techniques. In all cases, recruitment was as personal as possible and was conducted bilingually.

All interested students had a least two personal interviews. The first one covered details concerning the program, discussion of their personal and educational goals, completion of the bilingual application form and they were given financial aid forms. During the second interview, they received assistance in filling out course registration cards and financial aid forms, any questions were answered and a testing date was scheduled.

On September 8, prior to the start of classes, a three hour orientation session was held for enrolled students. It consisted of two main sections: the first, an informal getting together over coffee and donuts, was a chance for students to meet as a group for the first time. This brought about surprise renewal of elementary and high school friendships in some cases, others met neighbors or friends they had worked with some time ago. More dramatically, it brought a mother and daughter who had not been in contact, into the same room for the first time in years. They refused to acknowledge each other, until at some point during the semester in a Group Process class, they had what turned out to be a positive confrontation. Until that time, both had been privately telling me that she would leave the program if the other insisted on staying. As it turned out, both stayed until late in the Spring semester, when the daughter had surgery and had to drop the program because of it. They were very supportive of each other through that time. The second half of orientation was a brief introduction to the Lewiston-Auburn Center, a few "in's and out's" of the University system and a good group discussion of the Bilingual Program as they saw it fitting in their lives.

3. Student Profile

A total of 30 students were interviewed. Ultimately 24 students enrolled, nineteen women and five men. All enrolled students were administered the SCAT Vocabulary Test, the McGraw-Hill Basic Skills Systems Test, Series A, reading and writing tests. All of these students were bilingual, underemployed or unemployed and ranged in age from 22 to 53; average age was 37.

It is fair to say that most of these students would not have attempted nor would they have succeeded in a traditional college program. Several reasons are evident: lack of proficiency in English verbal and writing skills, lack of vocational skills, low self esteem and confidence, the fear and awe they had of "college". At the completion of the certificate program, most students applied for admission into the Liberal Studies program, and I am now quite confident and so are they, that they can cope and succeed as well as, if not better than most adult students. What a dramatic difference! This fact will certainly be reinforced in the final evaluation by SSRI. (See Appendix B for a more detailed profile of student's names, ages, sex, educational background and current status.)

4. Faculty

The Lewiston-Auburn Center has no regular campus faculty members, therefore, credentialed practicioners were sought and utilized as faculty. These professional practitioners were from the local community human service agencies. Without exception, faculty members were concerned with and worked dilligently to meet the special needs of the students. Three of the four Fall semester faculty members were fluently bilingual, the other was not. Yet he also was sensitive to the existing socio-cultural milieu and encouraged students to translate whenever it was necessary. Three of the five Spring faculty members were bilingual; the two who taught the specialty courses in Gerontology and Developmental Disabilities were local practitioners who are keenly aware of the needs of the Franco-American population because they have made the effort to be so through their work involvement. (Faculty members and their work placement are listed in Appendix D.)

For both semesters, a faculty workshop was held prior to the start of classes. At this workshop, the following were shared and discussed: faculty handbook, program objectives and philosophies, personal teaching styles and ideas on the education of adult learners, and each individual course syllabus. A monthly faculty meeting was held thereafter during both semesters. These meetings met many needs: we shared course content to eliminate needless duplication and inappropriate repetition, we discussed special needs of individual students, assessed student progress throughout the semester and solidified personal contacts which encouraged us to give each other valuable feedback. In general, these meetings gave us a feeling of cohesiveness, since faculty members saw each other and had a chance to interact only at these meetings. The Lewiston-Auburn site faculty worked extremely well as a team; they, as well as the students, learned and grew from the experience.

5. Curriculum

The program offered was a one year certificate program in Human Services derived from the two-year Associate Degree program in Human Services from Bangor Community College. (See Appendix C, D, & E for curriculum, course schedule including course numbers. Appendix L covers course description.) The first semester courses emphasized the basic helping skills, the broad introduction to Human Services and the oral and verbal skills necessary to function effectively as a Human Services worker in bilingual, bicultural settings.

The Lewiston-Auburn Center site of UMA decided to offer two program options/specialty areas. These two were: (1) Gerontology and (2) Developmental Disabilities. Prior to the start of the second semester, nine students opted for Gerontology and 10 students chose Developmental Disabilities; they were then assigned to an agency appropriate for their needs and interests, for their practicum placements. To assure that the specialty courses would be fiscally viable for the University, additional publicity was done. As a result, we had 15 students in each of the two specialty courses. (See Appendix N for textbooks utilized.)

The students spent three days in classes together and were split into option/specialty classes on one day. This was a valuable experience as they were able to share new knowledge and experiential learning with others who were learning something completely different.

Experiential learning in the form of a 120 hour supervised field experience in a Human Service Agency was the major focus of the Spring semester. This experience, in conjunction with a two hour weekly seminar conducted by the site coordinator, constituted a 5 credit course called Practicum Seminar. This integrated theoretical knowledge and practical experience in an informal setting. Again this year, agency cooperation and enthusiasm ran high, we had more requests for placements than we had students. Agency supervisors were interviewed; goals, objectives, philosophy and competencies applicable to that agency were discussed and supervisors then decided if they wished to participate in the practicum. If they decided to, the student then contacted them and set up an interview to discuss the more personalized aspects of the placement and the agency's goals and needs. Placements were made with student choice and faculty recommendations in mind. Since the practicum took place concurrently with other skill building courses, immediate application of newly acquired human service worker skills was possible. This aspect, along with the fact that these older students had previous work and volunteer experiences, and also significant life experiences, enriched the practicum and made it doubly valuable. Both parties, student and agency, benefitted from this 15 week exposure. Students were made aware of the daily operation of an agency, the types of skills needed and the differences in supervisory styles. Agencies benefitted because these adult students asked many "whys", infused new enthusiasm into a job, and were realistically idealistic. Improvements were made in some agencies, as far as policy or methods of implementation, and some students are now employed as staff members in their practicum agency. (See Appendix E for practicum agencies and supervisor's names.)

6. Student Support Services

A wide variety of support services, some already in place, others tailored especially for these students, were utilized to help meet the participant's personal, academic and career needs.

A. Financial aid was available to all project students through the usual channels of BEOG, SEOG, work study, VA benefits, scholarships and loans. There was the added feature of grant stipend, for those who may not qualify for other types of aid but who could not have been able to attend college and absorb the additional financial burden of such a venture.

Financial aid for the Lewiston-Auburn site was awarded as follows (included both semesters):

TYPE OF AID	AMOUNT
Grant Stipend	$ 6,801.20
BEOG	5,572.00
SEOG	2,825.00
Work Study	-000-
VA Benefits	2,920.00
University Scholarships	2,853.00
Natl. Student Defense Loans	2,100.00
Workman's Comp.	800.00
TOTAL AID	$23,871.20

The site coordinator worked closely with the financial aid office at UMA to devise equitable aid packages for all program students.

B. Counseling and Tutoring: A large portion of the site coordinator's responsibility is to create a supportive learning environment and to personally support and assist students as a counselor and academic advisor. This aspect of the coordinator's role is to serve as the central pivot point for meeting the student's total needs at the start of the program; as the students become more self-confident and self-sufficient this aspect decreases in importance, but is always apparant to some degree.

This year the Lewiston-Auburn Center site students had the advantage of an additional program staff member; this was a CETA funded assistant coordinator who was a graduate of the same certificate program in 1977. Her presence was indeed a welcomed addition. She served as a recruiter, interviewer and peer tutor/counselor. (See Appendix M for Marjorie Bisson's final report.) She was valuable as a support person for students, and as a liason between students themselves, faculty, coordinator and the University system. Her feedback was honest, valid and helped improve many situations during the course of the year. She attended all classes, and having previously experienced the program herself, she was well qualified to help students with their daily, as well as project assignments. With her help, there was improved service to the students and things that could not be done last year were accomplished.

C. Special Programs and Workshops: Study skills seminars were scheduled for 1½ hours, twice a week, from September 12 through to November 11, 1977. Materials utilized were: (1) "How to Survive in College" study tapes and workbook, (2) study guides and other handouts shared by other site coordinators, (3) "A Study manual for adults ....but I haven't studied in years" written in 1976 by Vicki Keith, UMA counselor. Topics covered were quite broad and included such important things as good study habits, skimming ans scanning of textbooks, test taking skills and term paper writing. Students "suffered" through this and in retrospect felt they had been of great help in successful completion of the program.

Assertiveness training was covered specifically in three sessions, yet was also included broadly in almost every course the students attended. Because of the dire need for this and the positive orientation of the faculty members, students found it valuable and not repetitious. Great strides in personal growth, increase in self-esteem and confidence was apparant in most students from the start to the end of this year.

Career planning was discussed in several workshops to help students in their future plans. Topics covered included: available UMA educational programs (by the Lewiston-Auburn Center Educational Counselor), job placement, resume writing, and how to shine in job interviews.

Extra curricular seminars; students were encouraged to participate whenever possible in seminars and conferences related to a variety of Human Service topics. These included:

1. The First International Symposium on Franco-Americans, Bates College, Lewiston.

2. Abuse As A Family Pattern, UMF
3. Family Violence, Biddeford Pool
4. Alcoholism, Portland
5. Advocacy for the Developmentally Disabled, Multipurpose Center, Lewiston
6. Rheumatology and Developmental Disabilities, Multipurpose Center, Lewiston
7. Assertiveness on Behalf of the Frail Elderly, Marcotte Home, Lewiston
8. Activating Consumers in Human Services, Bangor Hilton, Bangor

During the course of the year, field trips were taken to the following agencies:

1. Pineland Center, Pownal, Maine
2. Madison Street School, Auburn, Maine
3. Pathways Dayschool, Auburn, Maine
4. Elan I, Poland Spring, Maine
5. Pine Henge School, Poland Spring, Maine
6. Pathways Rehabilitation Center, Lewiston, Maine

D. Social Activities:

1. Again this year, the Bilingual students formed a strongly cohesive support group. I believe this comes about for many reasons: similarity in age and ethnic group; common background, goals and motivational level; shared classroom experiences; exposure to faculty members who are committed to the philosophy and principles of adult education. As a result, it's often difficult to isolate social activities from academic ones since they occur simultaneously. Group projects were done after class, either in the Center or at students' homes; this usually included sharing a meal along with ideas. Breakfast, lunch and dinner invitations were free-flowing, could involve anywhere from 2 to 10 people and could be at home, a semi-fancy restaurant or a fast-food chain.

2. We had a very non-traditional open house in early November. Although family members had been encouraged to and often did, attend classes anytime at their convenience, the students decided they would like a special day when working spouses and children, usually in school, could attend. We decided on the traditional November 11 holiday; a variety of refreshments were brought in, three of the fall faculty members attended and the first hour was spent mingling and discussing the programs, husbands wanted us to know that their wives were changing and kids wanted to know if mother was doing her homework and what grades she was getting. We then had two hours of the regularly scheduled Introduction to Psychology class when everyone was free to participate in the discussions. I must admit it was hectic, I had never had such a range of ages in a classroom (from 1½ years old and up), I was uneasy at first but it soon turned into a very positive situation for myself, the students and their families. One interesting side comment to the class was from my 13 year old daughter, who told them I didn't always practice what I preached! Most people in the class were able to identify with that statement in their own lives.

3. Our Bilingual Christmas party was again a huge success; it was held in the classroom after the last morning of class before vacation. We all furnished something for the buffet table; families, friends and faculty members came, we ate, sang, danced, had a Santa Clause pop in, played games and put on skits. We thoroughly enjoyed ourselves, and then turned our thoughts from classes and homework to Christmas with our families and a well deserved three week vacation between semesters.

4. Miscellaneous: Students saved energy and made new friends by forming car pools early in the Fall, most lasted all year. Their improved communication skills were practiced endlessly via the telephone system. For the first time ever, teenagers, were competing with Mom for its use. A cake was provided for each student's birthday with proceeds from the on-going coffee fund, which assured us daily wake-up refreshment. A going away party is planned for a student moving to N.H. with her family.

5. These graduates are already planning a Fall 1978 get-together, at a student's home, to talk over summer happenings and get geared up for the Fall semester courses.

6. The graduation luncheon and ceremony was held May 12, 1978, at a local restaurant. Students and their families attended, as well as the coordinator, faculty members, the project director, Bangor Community College's Director of Human Services and a faculty member from that campus, the Acting Dean of AECS at UMA, the Lewiston-Auburn Center Director and the UMA site Bilingual Coordinator. It was a great last get-together, enjoyed by all who attended. Students will receive their certificate as soon as transcripts are evaluated by the Orono Registrar.

7. University Support

Towards the end of August, 1977, the University of Maine at Augusta, Lewiston-Auburn Center office moved from its location on the CMVTI campus in Auburn to the vacant Sacred Heart Elementary School in Auburn. Excellent office space was provided for the coordinator and the assistant's office was in the classroom provided for the Bilingual Program. Students soon turned this relatively sterile room into a very "lived-in" and plant filled learning environment.

As it was the first year, clerical support for the coordinator was very good. The office supervisor deserves special mention for her competence and dedicated effort in making sure the administrative portion of the project went smoothly. Many hours of her time went into management of the budget and attempts at straightening it out, since this year there was incredible computer confusion related to incorrect withdrawals from last year's budget. Through all of this, my budget is correct and up to date, despite the fact that it doesn't match computer printouts.

The student files (Bilingual Program graduates of 1977 and 1978) will be integrated into the active files of the Lewiston-Auburn Counseling/Student Services office. Many students are interested in pursuing their education, either on a part time or full time basis because their credits from the certificate program have been accepted as fully transferable into the Liberal Studies Program. (See Appendix H for correspondence between the counselor from Lewiston-Auburn Center and the Acting Department Chairperson of Liberal Studies.)

Plans are presently underway to offer the Associate Degree in Human Services from Bangor Community College at UMA, Fall Semester 1978. A preliminary Dean-level meeting has occurred where most people involved were in agreement that it could be and should be done. Working out the technical aspects of a program transfer is what remains to be accomplished. Professionals in local Human Service Agencies have stated a need for trained para-professionals; a large percentage of students presently taking courses at the Lewiston-Auburn Center are bilingual Franco-Americans; there is always a high level of interest for Human Service work whenever a student survey is conducted. Putting those three statements together, there is a demonstrated need for bilingual para-professionals in local agencies and an available group of students who would want to pursue this field as a career. The University has recognized its obligation to be responsive to the needs and interests of local communities, and I feel that the transfer of this program is indeed a positive and hopeful step in that direction. It must be continued and expanded; more community-based quality programs will stimulate interest in education generally and will encourage adults, who have dreamed of going to college, to at least try it. The end result, with good support services, is usually that they like college and find they are very capable of doing the required academic work. They, their lives in general, their families and friends are all enriched and benefit from this experience. This is the implementation of community college philosophy at its practical best. It must grow in the Lewiston-Auburn area. We are ready for it.

8. Community Involvement

As mentioned previously, this is a totally community involved program. The 1978 graduates all live in this community, were all born and raised here, some moved away for a few years but have returned to make this area their home (See Appredix B, program graduates.) Faculty members likewise are all professional practitioners in local Human Service agencies, many were born and raised in Lewiston-Auburn, left for their post secondary education and have returned to live and work here. Local Human Service agencies were utilized as practicum placements for Spring Semester 1978.

During the Introduction to Human Services course, Fall 1977, students were assigned to interview one local agency director, and to report this agency's structure and function to the class as a whole. This assignment generated enough interest that the directors volunteered to come personally and discuss their agency with the students. (See Appendix D for guest speakers.) These practitioners readily shared information and experiences with the students, answered all questions and made themselves available to students as resource persons. The students did utilize them when they were on their practicum placements and will again when they are employed.

Most of the agency supervisors encouraged their students to invite classmates to their practicum sites, as a method of offering them broader and more diverse experiences. Students found this exciting, and took advantage of it because it gave them a fuller view and a greater "feel" for work opportunities which may be available in the future. It also introduced them to a greater variety of practicing professionals in their field of interest.

9. Personal Assessment

My personal thoughts and feelings concerning the Bilingual Human Services Project are integrated as appropriate throughout this final report. This program has been extremely worthwhile for the students involved, for myself, the faculty, the community agencies and for this branch of the University. An interesting point is that when the television crew for UMO visited the Lewiston-Auburn Center of UMA to film its activities, they wanted to tape students involved with the University in the community. This Bilingual program was the only one which combined theoretical and experiential learning; therefore, they filmed a student at her practicum site, involved the kids she was working with and talked with her supervisors. Again, this reiterates my point that more needs to be done in this area if we are to be truly considered a community based college.

This program has definitely met the objectives as outlined in the grant proposal:

1. We have graduated 16 Maine Franco-Americans from a college-level certificate program in Human Services.

2. We have, through non-traditional methodologies, recognized and responded to the particular needs of the older bilingual student. Their bicultural life experiences have been integrated with their learning process.

3. These students have developed proficiency and confidence in the use of French and English in human services work. This was provided through classroom experience and through their field experience in a community human services agency.

4. Through the employment of these graduates, we have increased the possibility that French-speaking Maine residents will receive services in their "mother tongue."

5. We have provided local human service agencies with skilled bilingual para-professionals. These agencies now have an increased awareness of the usefullness of these workers in fulfilling their client's needs.

In conclusion, this experience has been a joy for me, a learning and growing process which has increased my sensitivity. This experience has reinforced my classroom-learned principles of adult education, since I have now been priviledged to see it in action and be a part of it.

BILINGUAL/BICULTURAL HUMAN SERVICES PROGRAM

Final Report of the Augusta/Waterville Site

Introduction

The program was offered in the Augusta/Waterville area for the first time in the Fall of 1977. Prior to this time, the residents of the area were virtually uninformed of the existence of the program in other areas of the State during the last two years. Therefore, the immediate tasks were to devise methods of announcing its availability to the Franco-American population, to create interest among the people, and to provide literature describing the objectives of the program.

The purpose of this comprehensive report is to give an overview of the activities, academic accomplishments, and a general assessment of the students at the Augusta site. Also included in the report are descriptions of the faculty, curriculum and the support services provided by the University of Maine at Augusta and the community.

Recruitment and Orientation

Recruitment efforts were not initiated in Augusta until August 15, due to the fact that the coordinator was not hired until that time. The foremost concern was to circulate information as soon as possible in order to begin the actual recruiting and interviewing of prospective students. Having no former students to rely on for help nor work-study students to assist in developing a publicity campaign, the task of reaching the public seemed at the time overwhelming. But through a systematic plan of contacting all media and possible personal contacts, as well as agencies, churches and Adult Education directors, by September 1 prospective students began to make inquiries for more detailed information about the program. The local newspapers and radio stations were very cooperative. (See Appendix A for publicity releases to radio and newspapers.) Following personal visits with the Parish Priests in Augusta and Waterville, an evening meeting with a group of people was arranged at St. Augustine's school which proved very productive. Another successful means of reaching prospective students was through a half-hour personal interview on a popular daily "talk" program on WTVL, Waterville. Channel 3, Augusta taped an informational session at the University which was viewed during the regular news broadcast. A reporter, Debbie Sline, from the Kennebec Journal wrote a feature article about the project for the newspaper which was responsible for creating a substantial amount of interest in the community. Informational flyers were sent to all health agencies, nursing homes, community services agencies, credit unions and adult education groups.

Through these various methods, many of the students were recruited, while others were referred by the new students themselves. Two interviews were scheduled for each student. The initial one mainly consisted of an informational session with an emphasis on program goals and individual objectives. Before enrollment, a thorough assessment of the demands and responsibilities required of the student was made. Between the first and second interview the students needed to reconsider and evaluate whether the program was what they wanted before committing themselves. During the second interview, financial aid forms were discussed and filled out, and copies were made of high school transcripts. SCAT tests were administered.

Due to the late start, classes were postponed for a week from September 12 to September 19. An orientation for the students was held prior to the first class. This permitted them to get acquainted, to fill out course cards, and to ask questions. All other necessary administrative duties were completed at this time.

Student Profile

Twenty-four students were enrolled on the first day of classes, of which five for a number of reasons dropped out during the first two weeks. The remaining nineteen completed the first semester successfully. Through the Scholastic Aptitude tests and the interviews, it was obvious at the onset that there was a wide disparity of language and academic abilities among the students. All spoke English fluently, some with more proficiency than others. Because of the differences in language skills, with some more fluent in French than others and vice versa, all the students gained additional competence in one language or the other through their association. Their eagerness to improve made them very receptive to each other which facilitated learning.

The ages of the eighteen women and one man ranged from 20 to 62 years, with a mean of 43 years. Statistically, 42% of the students were equally proficient in both languages, while 16% preferred French and 42% were more comfortable speaking English. All but four or 21% of the students were high school graduates (see Appendix B). It should be noted here that these students are now enrolled in Adult Education programs and will soon earn either their G.E.D. or their high school diploma. Although they experienced some difficulty at the beginning, two of these four performed well above average during the year. They displayed an enormous amount of determination to overcome their deficiencies.

The results of the SCAT tests (see Appendix B) show a wide range in the level of verbal competence. Although these are not necessarily valid, they do indicate strength and weaknesses. The writing samples in English at the beginning of the program were used as an indicator to identify difficulties in syntax use and sentence construction. These methods, which were employed to determine potential academic success or failure, were helpful in establishing a tentative schedule of support services for the students who were found to be deficient.

Two of the nineteen students decided not to continue after the first semester; one because of ill health and the other did not feel herself well enough prepared to cope with the demanding schedule. Her previous formal education was eighth-grade level. She is presently enrolled in a high school equivalency program with plans to attend business school after she has earned her G.E.D. One of the remaining seventeen students did not complete her second semester work. Much to her dismay, she was forced to leave halfway through the semester because of ill health. She has made arrangements with all the instructors to complete her work during the summer months.

All were full-time students, and many experienced a high degree of success in their academic endeavors. (See Appendix B) Their writing skills improved dramatically as indicated by the classroom work and the writing samples at the conclusion of the program. What cannot be measured are the self-growth and the improved self-esteem that they all experienced. In addition to the many benefits that were derived throughout the year, the students are also well aware of the fact that had this course not been available, most of them would not have had the opportunity or inclination to attend college. For this they are most grateful!

Faculty

Due to the lack of qualified bilingual instructors in the area, only four out of the eight faculty members were Franco-Americans and fluent in both languages. Faculty members were represented by regular campus instructors, by University instructors from other campuses, and by community practitioners. (See Appendix D) All the members of the faculty were very sensitive to the students' needs and displayed a great deal of interest in their progress. They were aware of the goals and objectives of the program and the status of the students.

Several faculty meetings were held during each semester. The initial one was most valuable for obvious reasons: it was necessary at this time to engage in an in-depth discussion of the complete program. With the exception of Michael Beaudoin, project director and the Introduction to Human Services instructor, and Louise Spugnardi, psychology instructor, none of the other faculty members had any previous knowledge of the goals of the program, and the nature and needs of the students. Each faculty member shared his/her syllabus with the others to familiarize them with the structure and content of the course. The result was better inter-relationships between the faculty members and the coordinator and less duplication of material. The courses of study were arranged to complement each other. Through the faculty workshops, faculty could assess the development of each course and the progress of each student.

The coordinator attended most of the classes during both fall and spring semesters. The daily contact with the faculty provided the coordinator with a means of evaluating the strengths and weaknesses of the students in the classroom. Through this cooperative effort, the appropriate support service was arranged to assist the student in dealing with problems, whether academic or otherwise, during the year. The presence of the coordinator at each class also made it possible for the coordinator to clarify and reinforce difficult subject matter for the purpose of enhancing understanding, to translate and discuss new information into French when necessary, and, most important, to develop a trusting relationship with the student.

The Bilingual Communications instructor made use of the materials available in the Resourcebook, *Toward Bilingual Human Services*. She found the section specifically designed to supplement the course in Bilingual Communications very effective and easy to adapt into the curriculum. The Resourcebook could not be used as a guide for bilingual instruction in all the courses because of the lack of bilingual instructors. However, the coordinator introduced some of the material in the sections on Group Processes, Assertiveness Training, Advocacy and Counseling, whenever feasible.

Curriculum and Practicum

All the students in the one year certificate program at the Augusta site were enrolled in the same courses of study during fall and spring semesters. After an assessment of the feasibility of offering more than one area of specialization, it was decided to offer only one field of concentration, gerontology.

The fall semester courses were:

(1) Introduction to Human Services
(2) Introduction to Psychology
(3) Bilingual Communications
(4) Group Processes

The spring semester courses were:

(1) Interviewing/Counseling
(2) Developmental Psychology
(3) Introduction to Gerontology
(4) Practicum Seminar

(See Appendix D for List of Instructors, and Appendix C for Course Descriptions).

The major thrust during the fall semester was to provide the students with basic information and knowledge of the human services. Through the course in Psychology and Introduction to Human Services, they learned concepts and theory and gained an understanding of the human service delivery system. All the courses, particularly Group Processes, focused on encouraging the students to express their own philosophy and to develop their own style in helping situations, using the approaches discussed in the classroom. Of utmost importance was the Bilingual Communications course. Since the majority of students had not been involved in academic pursuits for at least twenty years, the writing and oral skills of some of the students had disintegrated considerably, while others had previously had only limited instruction in proper English usage. Through a concentrated effort on the part of the instructor, there was a dramatic improvement in grammatical usage, sentence structure, and ability to organize material for many of the students. As stated earlier, the bilingual Resourcebook was used extensively as a guide for teaching bilingual skills with an emphasis on oral competence.

During the spring semester, the students had an opportunity to correlate theory with practice. The experiential learning in the Interviewing/Counseling course along with the more traditionally taught courses in Gerontology and Developmental Psychology offered the students a solid base for practical applications. These courses were offered concurrently with the practicum seminar. Each student was required to spend 120 hours gaining field experience during the fifteen-week semester. This permitted them to apply their newly acquired skills under supervision.

Arrangements for the practicums were made at ten different agencies in the area. (See Appendix E). The agencies were very cooperative and anxious to provide the students with valuable learning experiences. List of competencies applicable to the particular agency were designed for each student. (See Appendix F). In addition to these, the students each listed their individual objectives. Field visits by the coordinator were made regularly during the semester. Evaluations on the progress and effectiveness of the students were made by the agency supervisors at mid-semester and at the conclusion of the year. The students also evaluated their particular experiences twice during the semester. The practicum experiences in most instances were mutually beneficial to both agency and student.

During the weekly seminar in-depth discussions occurred concerning the practicum activities. This sharing of experiences allowed the students to gain more insight into the problems of the clients and the methods of dealing with situations. Generally the students were able to integrate the seminar with their experiences by successfully applying concepts to reality.

The seminar was organized to include a variety of different topics which were practical and relevant to their practicum experiences, such as: assertiveness training, advocacy, clients' rights, legislation for the elderly and handicapped, effective communication skills, and career planning. Many of the exercises in Toward Bilingual Human Services which related to these areas were utilized and found to be effective. Professionals were contacted with requests to be guest lecturers. A clinical psychologist, employed at the local mental health clinic, agreed to lead several workshops in assertiveness training and effective communication skills, while a local attorney who has actively supported more comprehensive legislation for the elderly volunteered to attend a seminar session for the purpose of informing us of the newly revised clients' rights and other legislation pending approval by the legislature.

In addition, the seminar also included a one-credit course in Activity/Recreation Leadership. Prior to this, the instructor in cooperation with a local nursing home activities coordinator had been involved in devising and planning suitable activities programs for the elderly. This course was very useful in creating an awareness of the value of social and physical activities for residents of nursing homes and institutions.

Student Support Services

Support services may be grouped under different subheadings, and for the purpose of clarification this section will be divided into the following categories: financial aid, counseling and tutoring, workshops and special programs, and social functions.

1. Financial Aid

Seven of the nineteen students during the first semester were eligible for some form of financial aid other than funds available through the program. During the second semester there were six people eligible. None of the students were qualified to receive Basic Educational Opportunity grants. However, University Scholarships were awarded, totaling $2,675. Two of the students receiving University grants were also eligible for National Direct Student Loans. These loans amounted to $1,000. One student received Veteran's Benefits at the rate of $331 a month while attending classes. This amounted to approximately $2,500.

The stipend of $6,000 was distributed among all the remaining students to cover tuition and book expenses. The breakdown was as described below:

Fall Semester		
Thirteen students received stipend money.		
Cost of tuition at $330 per student		$4,290.00
Cost of books for 3 students		43.02
	Total	$4,333.02
The remaining students bought their own books.		
Spring Semester		
Eleven students were on stipend.		
Cost of tuition at $330 per student		$3,630.00
Cost of books for 2 students		61.32
	Total	$3,691.32
Nine students paid their own book expenses.		
	Total Yearly Cost	$8,024.34

The deficit of $2,024.34 in the stipend account has been covered by journal vouching the balance of other line item accounts into the stipend account.

It should be noted here that although many of the students did not qualify for University financial aid according to the standards set by the University, the average income of the families was only slightly above the maximum income for financial aid. Without the tuition coverage, they would not have been financially able to participate in the program. Also, many of them have children who are attending the University and are responsible for their financial support.

2. Counseling and Tutoring

Throughout the year, the coordinator was always available to offer counseling and support to any student who desired these services. If professional help was required, the student was directed to the appropriate source. The coordinator was able to achieve a trusting and meaningful relationship with the students which facilitated discussions of a confidential nature.

Particularly during the spring semester, the students took advantage of the counseling services available to all students on campus. As requested by the coordinator, one of the counselors prepared a workshop on career planning and resume writing with an emphasis on acceptable behavior and appearance during interviews. All the students were very receptive to the counselor and found the information valuable.

The coordinator arranged tutoring sessions regularly during the year, at times on a one-to-one basis and at other times in small groups. For at least four students tutoring was absolutely necessary, especially during the fall semester. These sessions were sporadic, scheduled at the request of the students. A few of the students would have benefitted to a greater extent through a regular weekly tutoring class. A comprehensive lesson plan geared to the individual's needs would have been very effective. But this was not possible because of the lack of an assistant, and time did not permit the coordinator to do more than what appeared to be immediately required. Nevertheless, the students did benefit from the support they received and maintain that without this help they would not have succeeded.

3. Special Programs and Workshops

Special programs were arranged during the fall semester to create an awareness of the cultural background and heritage of the Franco-Americans. One of these programs featured a local speaker who had spent years researching the history of the Franco-Americans in the area. Of particular interest to the students were the discussions of the families in Augusta; when they arrived, where they worked, where they lived, and why they left Canada. Another presentation by a local woman featured folklore which had been passed down from generation to generation.

A series of six study-skills workshops were included as part of the curriculum during the first semester. These workshops were designed to cover basic study skills and to encourage good study habits. (See Appendix I) In addition to the lesson plan for the day, time was set aside at each study skill session to discuss problems related to the classroom work. These workshops were an indispensable support service for the students. Once the specific study workshops were concluded, the time which was scheduled for this purpose was used for guest lecturers. The lectures will be discussed in more detail in the section on Community Involvement.

The Committee on Aging presented a program called, Traditions Shared and Shelved, which portrayed a group of elderly people who successfully pointed out the problems of growing old. All the students attended the performance which was held at the Augusta Civic Center. Another occurrence worthy of mention was the convention of the Grey Panthers at the Civic Center. Most of the students attended some of the lectures which they found stimulating. They are all very supportive of the movement.

In addition to these special programs which were attended as a group, many of the students were involved in special workshops at various human services agencies. Some of these were on remotivation and reality therapy, others were on nutrition, and still others on the goals of a particular agency. These lectures related to the practicums and were important factors in the success of the students in their practicum placements.

Two workshops, held during the spring semester, were attended by the coordinator. A one-day conference on human services called, The Hidden Resource, was held at the Hilton Hotel near the airport in Bangor. Different attitudes concerning the role of the human service agencies were presented by the speaker, Dr. Allan Gartner. His views were provocative and were responsible for adding new dimensions to the participants' established concepts of the objectives of human services.

The First International Symposium, The Franco-American Presence in America, was held at Bates College in Lewiston on April 8-9. Many issues were discussed; all of them relevant and meaningful to the study of the Franco-Americans in the area. The conference was informative and valuable in providing knowledge which leads to a better understanding of the values and attitudes of the Franco-American.

4. Social Activities

The highlight of the year was the Christmas Party which was held on campus at the Student Activities Center. The affair combined the old with the new through the selection of food and music. Traditional Franco-American dishes along with contemporary American food were prepared by students and served by candelight. A similar blend of music and dancing were heard and seen. A gala array of decorations added to the festive atmosphere. An old-fashioned French storyteller whose stories livened the evening's entertainment was invited to attend the party, as were other entertainers from the community. All who were present agree that it was a fantastic party.

Throughout the year groups of students and the coordinator met for informal lunches. The classroom or the coordinator's office were not conducive for social gatherings. Therefore, these impromptu get-togethers were either at a student's home or in a restaurant.

The Certificate Ceremony and dinner at the conclusion of the program was held at the Student Activities Center. Unlike the Christmas Party, the dinner was catered but the students again combined efforts to decorate the Center. Following brief remarks by the invited guests, instructors, project director and coordinator, the certificates were presented to the students by Dean Constance Carlson. The evening ended with music and songs. A song dedicated to the instructors was written and sung by one of the students, accompanied by three friends from the community.

The final function of the year was a cook-out held at the coordinator's camp on Great Pond. This picnic was a pleasant way to say "au revoir".

University Support

Adequate office space for the coordinator was supplied by the University of Maine at Augusta in the building designated for the Division of Adult Education and Community Services. The willingness of the office staff to assist the coordinator with clerical work was gratifying as was their readiness to supply information whenever requested. Without the direction provided by the campus supervisor, Dr. Carroll McGary, and by the project director, Michael Beaudoin, the program at this site would not have progressed as efficiently. The success that was experienced was due to their continued interest and support.

The classrooms which were used during both semesters were in the Civic Center, in the area which houses the Department of Business Administration and Criminal Justice. This arrangement proved difficult at times, but the problems were eventually resolved. The nature of the classes coupled with the enthusiasm which the bilingual students displayed were not in harmony with the quiet necessary for a course in accounting!

The acting Chairman of the Department of Liberal Studies at UMA approved the transferability of the credits earned by the Bilingual Program students into the Associate Degree Program in Liberal Studies. (See Appendix H). Most of the students have already applied for admission into the program and have requested the transfer of their credits. If the negotiations with Bangor Community College prove successful, UMA will be offering an Associate Degree Program in Human Services in the fall of 1978. Should this become a reality, the students will ask to transfer from Liberal Studies to the Human Services Program.

Community Involvement

Much of the success of the program at the Augusta site was due to the cooperation of the community. The academic program was supplemented by guest lecturers who represented a number of agencies in the area. (See Appendix J). Through these special programs the students were able to acquire more knowledge of the functions and purposes of the Human Services in this area. Another by-product of this cooperative effort was the increased community support of the project and the visibility generated by the association. A substantial increase in awareness of the existence and the goals of the program developed as the year progressed. This became obvious when some agencies requested to be considered for practicum placements if the program were to be continued.

Of particular significance was the assistance received from the Kennebec Valley Mental Health Clinic in Waterville. A highly trained clinical psychologist on the staff of the Clinic agreed to lead three workshops of two-and-one-half hours each on Assertiveness Training and effective communication skills. These provided the students with valuable insight into the skills which are necessary to become effective as human service workers. These sessions preceded the practicums and were, therefore, directed toward preparing the students for their placements. It should be noted here that many of the guest speakers were scheduled during the time allowed for the Study-Skills workshops during the fall semester, after the workshops were terminated. Other lecturers were invited to be guests to complement classroom curriculum.

The coordinator on a few occasions addressed small groups, such as Senior Citizens or church organizations, to explain the program and circulate brochures. Beyond these activities involvement with the community was limited to the practicums. Many of the students, however, participated in additional activities at their agencies which were not included in their weekly commitment, such as escorting residents out to dinner and special programs.

Because of the lack of a sponsoring organization, the coordinator was unable to schedule a special program, Le Festival des Deux Mondes, produced by the Vermont Arts Council. Unfortunately, the Franco-American Calumet Club was already committed to another project of a similar nature.

Personal Assessment

The project had a definite positive effect on all the people involved. The improved self-concept and the realization that they possessed the potential to succeed in a program of higher learning had an impact on the future plans of most of the students. While only two students have not expressed a desire to continue their education, eleven or 69% of them have already enrolled in a degree program. The remaining three or 19% will complete their high school equivalency program with plans to pursue a degree program in the future. If negotiations with Bangor Community College have favorable results, UMA will be including an Associate Degree program in Human Services to be implemented into the curriculum for the fall of 1978. With the exception of two students who have set nursing careers as their goals, the remaining students will be furthering their knowledge of human services and improving their skills. The majority will be attending the University on a part-time basis because of financial reasons and the need to earn some income.

One method of determining the positive effect of the program on the community is through the increase in job opportunities available to the students. To date three of them have been offered positions by the agencies where they trained; one as a teaching and activities assistant in a program for the handicapped, one as a nutrition aide for the Extension Service, and one as an activities coordinator in a nursing home. Several others, at least three, have been encouraged to apply for vacancies which are expected to occur in the near future. Others do not wish to seek employment in the immediate future, but, because of their strong attachments to the clients in the agencies they have committed themselves to assist by volunteering their services through the summer months. Most of these women plan to seek either part-time or full-time jobs in the fall. Because of the demanding schedules they undertook during the past nine months, some of them felt the need to take time out to restore their families and homes into proper order before pursuing their careers.

Concerning the bilingual aspects of the program, the evidence strongly supports the need for bilingual paraprofessionals in agencies for the elderly. Many incidents occurred to support this contention. For instance, one elderly lady in a nursing home would not respond to any of the staff members until a bilingual student spoke to her in French. Very little else, besides speaking French to her, will elicit a response. Another episode in support of bilingual workers was related by a nursing home supervisor. A terminally ill resident who would not accept the fact that he would soon die displayed his bitterness and anger by refusing to speak to the staff. He could speak English but his native language was French. One bilingual student who was doing her practicum at the home was the only person with whom he would communicate. She managed to convince him to see the priest who had attempted to visit him on several occasions. The supervisor described his death as "happy" and "at peace". All four of the students who trained at the Augusta Mental Health Institute made use of their bilingual skills frequently. These skills were used not only in direct relationships with the clients, but also to assist the staff with communication problems. During the semester there have been many other situations where French-speaking workers were not only an asset to the agency, but were also sometimes responsible for adding a spark of happiness to an otherwise bleak and lonely existence.

Like some other areas of the State, the number of young Franco-Americans who are bilingual has progressively decreased through the years. The French-speaking population consists largely of people over forty years of age. If a bilingual program were to be continued, the areas of specialization should, therefore, be gerontology and mental health. Because of a substantial number of older clients at the Augusta Mental Health Institute who speak French, a concentration in the field of mental health is recommended to provide the students with skills to work with the emotionally disturbed.

One major recommendation to be proposed is another semester of bilingual communications to provide students with additional expertise in composition skills and language development. Since they were asked to write essays and term papers during the year, many of the students would have benefitted from a greater concentration on developing language and writing skills.

Conclusion

The Bilingual/Bicultural Human Services Program has provided a meaningful experience for a group of people who have had limited access to educational opportunities. Beyond the acquisition of academic knowledge, all have gained a substantial measure of self-confidence in themselves and in their abilities. All possess an improved self-image and have become more assertive. The sensitivity and the insight that they derived through their practicum experiences could be discerned through the contributions they made during the seminar discussions. The self-satisfaction that they acquired from all these experiences was in evidence at the conclusion of the program.

It is regretable that the program in the Augusta/Waterville site can not be continued for at least one more year. The enthusiasm and the interest of this year's students have made the program highly visible among the Franco-American population and the community in general. At this time observations indicate that the project would be highly successful if it could be continued.

PRESQUE ISLE SITE REPORT

I. STUDENTS

The Bilingual-Bicultural Human Services Program at the University of Maine at Presque Isle began its activities on August 1, 1977.

Recruiting was done by the Coordinator and the Interviewer/Recruitor during the months of August and September. Flyers, describing the program and encouraging bilingual Franco-Americans to apply, were mailed to 600 French families in Presque Isle, Caribou, Limestone, Fort Fairfield, Ashland, Mars Hill and Van Buren. The telephone directory was used to identify a random sample of French-named families. Announcements in Church bulletins; newspaper articles; posters in local establishments; television and radio spots were used to inform the public of the program and to recruit Franco-Americans.

By October 1st, over fifty Franco-American adults had inquired about the program. Thirty-five had filed an application and had been interviewed for admission. The day students were administered the Reading and Written components of the College Entrance Examination Board (CEEB) as a pretest. Scores ranged from 1 to 91 percentile on the Reading test and from 1 to 94 percentile on the Written test. These scores were used only to determine the reading and writing levels of the students and not to screen them for acceptance into the program. Letters of acceptance were mailed to the thirty-five applicants. An evening division was created because many of the applicants were already involved in jobs which they could not let go to join the program. A three-day orientation was held October 5-7. During these three days students participated in study skills workshops, were introduced to key people on campus, toured the campus and were oriented to the objectives of the program.

Eleven students from the original thirty-five applicants had decided against participation in the program. A total of twenty-four students started classes on October 11. (See Appendix B for list of students). The twenty-four students ranged in age from 20 to 71, with the majority being between ages 26 and 45. Ten students had not completed high school and were given a waiver of that requirement by Bangor Community College. Appendix B gives a profile of the students.

Six students withdrew during the first semester. Three students withdrew because of health and three because they could not handle full-time work and full-time school. Eighteen students successfully completed the first semester of the program. These same eighteen students completed the second semester and sixteen of them were awarded a Certificate from Bangor Community College.

The CEEB was re-administered to most of the students who completed the program. The scores on the post test ranged from 2 to 94 percentile in Reading and from 1 to 94 percentile in Written, showing little or no improvement in scores for the group as a whole.

Individual scores, however, show some improvement on the reading test and little or no improvement on the written test. See Appendix C for pre- and post-tests of the CEEB.

Upon completion of the program, two received full-time employment in human services agencies; two were accepted into degree programs at UMPI; two are undecided about continuing school; seven are seeking employment in human services; one is not seeking employment; two continue their previous employment in a plant and one is employed by a farmer.

II. FACULTY AND STAFF

Instructors were recruited for their expertise in their field and for their experience and sensitivity in working with Franco-Americans and adults. Out of nine instructors, three were bilingual Franco-Americans, one was Franco-American but not bilingual, one was bilingual but not Franco-American and three were neither Franco-American nor bilingual. Appendix D lists the instructors, their credentials, the courses they taught and their ethnic background.

Two of the instructors are regular UMPI faculty and the others were hired from community human service agencies. Five had previously taught in the Franco-American Gerontology Program.

The faculty were oriented to the goals and objectives of the program individually by the coordinator at the beginning of each semester.

The students evaluated the instructors at the completion of the courses. All instructors received favorable evaluations and were highly recommended to teach Franco-Americans in the future.

The staff of the Bilingual-Bicultural Human Services Program included Françoise Paradis, Campus Coordinator; Patricia Dumont, Interviewer/Recruitor; Cindy Fuller, Secretary; and Joyce Smith, Peer Counselor/Tutor.

The interviewer/recruitor and the secretary were funded by Ceta VI as a special project to supplement the program activities. A report of the activities of the interviewer/recruitor is presented.

The peer counselor/tutor, a work-study student, provided emotional and moral support as well as tutoring for the students during the year.

The coordinator performed a number of tasks: program development, sheduling, recruiting students, hiring staff and faculty, student and faculty orientation, teaching, general administrative work, group and individual counseling, assertiveness training, CEEB testing, setting up and supervising practicums. See Appendix F for curriculum vita.

III. ACADEMIC CURRICULUM

Courses for the Bilingual-Bicultural Human Services Program at the University of Maine at Presque Isle were taken from Bangor Community College's Human Services Program.

First Semester Courses:

HSV 1	Introduction to Human Services	3 credits
HSV 10	Group Process	3 credits
Fr 196	Bilingual Communication Skills	3 credits
Psy 7	Introduction to Psychology	3 credits

Second Semester Courses:

HSV 12	Interviewing/Counseling	3 credits
HSV 20	Practicum in Human Services	4-6 credits
HSV 99	Seminar in Human Needs and Community Resources	3 credits
Psy 8	Psychology of Adjustment	3 credits

See Appendix G for course descriptions.

A total of twenty-five to twenty-eight credit hours was required for the Certificate.

Most of the courses had bilingual-bicultural components provided by the Bilingual-Bicultural Materials Project of Bangor Community College and by the instructors themselves. When the instructor was not bilingual, the materials were presented by the students themselves.

Classes were conducted mostly in English because a few students had difficulty understanding lectures in French. Class discussions were more informal and often in French.

PRACTICUM

The practicum in human services was offered during the second semester to provide an opportunity for the students to put into practice the theories and skills they were learning in the classroom. Students were placed in human service agencies in their home towns to minimize travel. (See Appendix E for a list of practicum sites). Students were required to do 120 hours of field work and thirty hours of seminar to receive four credits. Those who did 160 hours of field work received five credits and those who did 200 hours received six credits.

The practicum supervisors were oriented to the goals and objectives of the Bilingual-Bicultural Human Services Program and to the practicum on an individual basis by the coordinator at the time the practicum was set up for the students. They were subsequently invited to participate in the weekly practicum seminars held on campus. Several supervisors took advantage of this opportunity to learn more about their role as supervisors. A good communication network was set up between the coordinator, supervisors and students from the beginning: students kept a log which was reviewed by the supervisor and the coordinator. In this way students received feedback and direct supervision from both the supervisor and the coordinator on a weekly basis.

Agencies were eager to work with the students again this year because of their bilingual skills. Several new practicum sites were developed with very enthusiastic supervisors.

Students visited several agencies as part of the practicum seminar:

Aroostook Mental Health Center
    In-patient facility
Alcoholism Treatment Farm
Presque Isle Nursing Home
Boarding Homes in St. Leonard, N.B. and Van Buren, Me.

The practicum experience helped students gain confidence in working in the field of human services. It was a personal growth as well as a professional growth experience for all of them.

IV. SUPPORT SERVICES

A number of support services were available to ease the reentry of these students.

a) Financial Aid

Every student received sufficient financial support from grant stipends, BEOG, SEOG, university scholarships, trustee scholarships and work study. Many of the students would have placed a financial burden on their families if this financial help had not been available. For some, the grant stipends made it possible for them to obtain one year of college-level education — something that had not been possible before.

Financial support at the Presque Isle site was awarded as follows:

Grant Stipend	$4,960.00
BEOG	6,416.00
SEOG	3,050.00
Tuition Waiver	335.00
Scholarships	2,725.00
Loans	1,100.00
Trade Readjustment Allowance	7,000.00
TOTAL	25,586.00

(See Appendix J for a list of Stipend Awards)

b) Student Orientation and Study Skills

A three-day orientation was held to introduce the students to program staff and instructors; to the use of bilingual skills; to the support services available to them; and to UMPI.

Study skills workshops were also conducted by Maureen Anderson, Director of Counseling and Placement Services, to help students organize their time; evaluate and use their resources; develop helpful techniques in note taking and in studying.

This orientation set the tone for the whole year. Students felt that the staff, the instructors, and UMPI were there to help them succeed in their new endeavor throughout the year.

c) Counseling

The coordinator served as academic advisor and personal counselor to the students in the program. This role was crucial in facilitating the reentry of these students to an academic environment after a long absence. Some of the counseling was done over the telephone because students had limited free time while on campus. Several counseling groups were set by the coordinator and the Office of Counseling and Placement Services. Several students took advantage of these groups for their personal growth. The peer counselor/tutor and the interviewer / recruitor also provided much counseling for the students who got discouraged with courses or with changes taking place in their lives as a result of their becoming students.

d) Developmental Learning

Tutoring was provided by Joyce Smith, Peer Counselor/Tutor and Pat Dumont, Interviewer/Recruitor. Joyce Smith developed individual learning programs for several students in the developmental learning lab to help them with their skills.

Pat Dumont attended a two-day workshop in teaching English as a second language sponsored by the Literacy Volunteers Program of Presque Isle. She was then able to assist several students who had exceptional difficulty with English. Two students were teamed up with volunteers from the Literacy Volunteers Program to help improve their English.

e) Assertive Training

A six-week mini-course in assertive training was offered by the coordinator during the first semester. All the day students took advantage of this opportunity to learn new skills in dealing with family, co-workers in their practicums, and clients in their practicums. Students gained self-confidence as they developed an effective way of communicating their feelings.

f) Career Planning

Several workshops were offered during the later part of the second semester to help students plan what they want to do upon completion of the program.

A workshop on the possibilities for continuing at UMPI was conducted by Mr. Fred Stone, Admissions Officer here. Students explored different programs of study they might pursue to continue their education. Follow-ups to this workshop were provided by the coordinator and interviewer/recruitor to help students fill out application forms, financial aid forms, etc.

A resume writing workshop was conducted by the interviewer/recuitor who followed through by helping each student individually with their resumes.

g) Social Activities

Several social activities occurred during the year. These provided a relaxed time for students, staff and instructors to get to know each other on a more personal level.

Pot-luck luncheons were held several times during the year: after a difficult set of exams, at Christmas time and on the last day of classes.

Students took a one-day trip to New Brunswick to visit an all-French boarding home and have a Canadian cultural meal.

Graduation ceremony on May 19th. Students invited their families, friends, practicum supervisors, instructors and others who contributed to the program.

V. BUDGET

Our budget of less than $25,000 went a long way this year. The tuition and registration fees totaling $15,790. were recycled into the program adding that amount to our budget. It was used by the Office of Special and External Programs to pay $11,278.00 for instructors salaries, $195.00 for travel, $78.45 for film rentals and $78.25 for graduation. The University was left with a small net profit of $4,340.30.

See Appendix k for a breakdown of the grant budget expenditures.

VI. COMMUNITY INVOLVEMENT

Every effort was made to involve community agencies in the program. Guest lecturers were brought in to explain services provided by their agencies; students visited community human services agencies; practicum supervisors were invited to sit in on the classes; and the majority of the teaching staff was hired from community agencies. This served two purposes: to put the students in contact with agency people and services and to put key agency personnel in contact with the students. (See Appendix for a list of guest lecturers).

Families were strongly encouraged to sit in on the classes so that they could understand more easily the process their parents, wives, etc. were going through. This seemed to help families to provide the needed support to the students.

VII. INSTITUTIONAL SUPPORT AND COMMITMENT

The University of Maine at Presque Isle did what it could to assure the success of the Bilingual-Bicultural Human Services Program. The Financial Aid Office was especially responsive to the special needs of the students. Every possible financial aid was awarded to help make the year easier. The Public Relations Office kept the public informed of the activities of the program. (See Appendix I for sample articles). The Office of Special and External Programs provided budget support and assistance in program development.

The University of Maine at Presque Isle does not have a commitment to bilingual education nor to an associate degree in human services. No efforts are being made to continue or develop a bilingual-bicultural training program. The University is committed, however, to increasing their enrollment of adults and of Franco-Americans, and to this end three proposals were written and submitted to the Office of Education.

The success of the Bilingual-Bicultural Human Services Program has demonstrated the feasibility of Federally funded projects to supplement UMPI's offerings to the community. Its success has encouraged the development of programs to meet the needs of community people.

VIII. COORDINATOR'S COMMENTS

The Bilingual-Bicultural Human Services Program at Presque Isle fulfilled the first objective of the project: "to expand the scope of the current bilingual certificate program in gerontology. adding courses from the associate degree program options." The program at the UMPI site had a generalist curriculum with courses mostly from BCC's mental health curriculum. The practicum allowed students to practice in their area of interest: gerontology, adolescence or generalists.

To meet another objective of the project (To provide bilingual vocational preparation to an additional one hundred unemployed and underemployed Franco-American adults...), the Presque Isle site developed an evening program to reach its goal of twenty students. We enrolled twenty-four students and granted sixteen Certificates. It is my feeling that it would be difficult to recruit students for a fourth year in the Central Aroostook area. The Franco-American population has definitely been reached and provided with this training opportunity over the last three years.

"To encourage an on-going consortium among the University of Maine system and cooperating community agencies that will respond to the continuing need for bilingual vocational education in Maine." This project objective was achieved at UMPI in various ways: The Bilingual-Bicultural Human Service Consortium served as a model for a proposed Educational Opportunity Centers Project, involving several campuses, with UMPI as the lead campus. Bilingual components were included for highly bilingual populated areas of the consortium. The Program served as a model also for a proposed Special Services for Disadvantaged Students Program designed to provide access to a college education by providing a variety of support services and developmental courses. This program also includes a bilingual component for Franco-American Students. The Bilingual-Bicultural Human Services Program at UMPI developed some community resources which are now being utilized by the University. Instructors hired from human service agencies are being asked to teach courses in UMPI's Behavioral Science Program. Consultation and teaching contracts between UMPI and community agencies are more popular and frequent as a result of the success that we have had with agency personnel.

After three years of existence, the Bilingual-Bicultural Human Services Program (also known as the Franco-American Gerontology Program for two years) at the University of Maine at Presque Isle, has trained forty-six bilingual human service paraprofessionals from the Central Aroostook area. Seven of these graduates are currently enrolled in full-time or part-time degree programs at UMPI, seventeen are employed in various human service agencies, ten are employed in non-human service jobs, six are currently seeking employment in human services and nine are not seeking employment at the present time. The success of the program is evident from these statistics. It provided the impetus for the Franco-Americans of Central Aroostook to come out of the woodwork and partake in the educational and vocational training opportunities offered by the University of Maine. It trained Franco-Americans to provide much needed bilingual human services to their own ethnic group. It provided a door-opener for Franco-Americans who secretly dreamed of a college education but felt inadequate and discouraged to compete with regular college students. One year of participation in this program has prepared them to compete not only on a par with regular students, but to perform at an above average grade point average. Out of six program students enrolled in UMPI's regular degree programs this year, two students made dean's list and the median grade point average was 3.1, with the lowest being 2.5 and the highest being 3.8. Graduates are also adequately prepared to compete for paraprofessional positions and are often selected because of their training and their bilingual skills.

The program has provided a definite link between the University of Maine and the Franco-American Community and between human service agencies and the Franco-American Community.

BIDDEFORD SITE REPORT

1. Student Profile

In September of 1977 we began the third year of the Franco-American Gerontology Training Program with an enrollment of twenty-one students. All program participants were bilingual/bicultural. Various levels of French and English language proficiencies existed within this group; for example, all students spoke French and some English. Among these, a few students spoke primarily French and experienced much difficulty in adequately expressing themselves in English. However, the majority of the students had sufficient command of spoken English to make themselves understood. All students needed a lot of help with written English, and several students found abstract conceptual thinking in English painfully difficult. One example of this would be in theories of personality development in the Introduction to Psychology course.

The ages of the students covered a very broad range, from 21 to 66 years of age. Six of the students were under 30, 6 were under 40, 4 were over 40, and 5 were 50 years old or over.

Twelve of the students were female and nine were male. In this third year of the program, we attracted more males than in previous years into what has traditionally been a female dominated field of work. Six of these nine men were already employed on a full-time basis, but desired to be retrained for work in the social services. In contrast to them, the women recruited into the program tended to be older, undereducated and unemployed. Eleven of the program participants were unemployed (8 female and 3 male) and one person was employed part-time. Of the unemployed women, all were from 40 to 66 years of age, and among them were those students who had not completed high school. Several of the female students were single parents, one of whom is unemployed and widowed with eight children. She, along with two other students, came to our training program from the Retraining Program sponsored by the State Employment Bureau for workers from manufacturing firms that had left the state.

While the majority of the students (17) had either completed high school or obtained a G.E.D., it was very clear that most of them would not have been in any kind of college training if it were not for this bilingual training program.

During the first two years of the Franco-American Gerontology Training Program, students were given the option of participating on a full-time or part-time basis. This year all students were urged to attend full-time because we could not otherwise guarantee that they could earn the certificate. All of YCCCS courses are held in the evenings so our students attended classes three evenings per week. This evening program has many benefits: Evening courses allow for full and part-time employed persons to take advantage of our program as well as the unemployed. In our area, for instance, we have many persons who are employed in the textile mills, who are not satisfied with their work and wish to be retrained. Having evening courses affords them the opportunity to both earn their livings and to be retrained with the prospect of later obtaining a job in Human Services.

The Biddeford/Sanford site dealt with communities which are twenty miles apart. Winter driving therefore presents a special problem for Sanford students. Again, to minimize their hardship, we duplicated one of the courses and offered it in Sanford as well as in Biddeford. This meant that Sanford students had to travel to Biddeford two evenings per week. Biddeford students, as usual, took all their courses in Biddeford.

During the course of the first semester, one student was hospitalized and forced to drop out of the program. The youngest student did so well during the first semester that she decided to transfer into a four-year program with the University of Maine at Portland.

At the start of second semester, one male student was given a promotion and a transfer to second shift work, which necessitated his resigning from the program. Another student decided to run for public office and reduced his course load. One woman dropped out due to health reasons. A sixth student dropped out of the practicum field placement and did not complete the program.

Fifteen students successfully completed the Franco-American Gerontology Training Program. (See Appendix B for more complete data on program participants.)

Students in the program were administered the McGraw-Hill Reading Aptitude Test (Form A). The results show remarkable gains from pre to post test scores, particularly among the students who scored low in the pre-test due to limited English language ability. All tests were scored in comparison to two-year college students. In some instances the percentile scores from pre to post test ranged from the sixth to the 52nd percentile. The average increase reflected a gain of approximately 13 percentile points. (See Appendix B for comparison of pre and post test scores.)

2. Recruitment

In August 1977 we started the recruitment effort in preparation for the third year of our Training Program. This year we had the opportunity to offer one additional training option besides the Gerontology Certificate. Information and documentation exists pointing to a need for persons in our community trained in Developmental Disabilities. Regardless of our good intentions, we encountered many problems. The main cause of our difficulties was that we did not officially hear that we were refunded until August 11th. With the financial assistance of Associate Degree Studies we decided to buy radio advertising time. Air time was bought from WSME in Sanford, Maine. Spots were aired for one week in both French and English in an effort to attract students to our new training option. This was just one month before the scheduled start of training. Due to the shortened recruitment period, we were unsuccessful in our second training option in developmental disabilities. Unfortunately, one month after the start of training, a group of 12 persons approached the coordinator requesting to join the Developmental Disabilities program. It was then too late to structure and offer the second option. Although we were initially unsuccessful, there now exists adequate proof of a need for training in this area.

Recruitment efforts relied most heavily on "personal contact," that being the best vehicle by which to reach and interest our community Franco-Americans to try something new, in most cases something they had never dreamed of doing. The coordinator and the clerical support person and one work-study student Franco-American, native of Biddeford, worked as the recruitment team. Staff directly contacted by phone, home visit, or letter, all Franco-Americans whom they believed to be receptive to our program. A very valuable tool in interesting new students was the use of graduates of the first two years of the program. They spoke very favorably of the program to their families and freinds. Several of our new recruits came to us prompted by contact with these graduates. We put up posters accompanied by our informational flyers in a variety of locations, and program flyers were disseminated throughout Biddeford/Saco and Sanford/Springvale to such places as:

Insurance offices
Barber shops and beauty shops
Laundromats and drycleaning stores
Senior Citizens centers
Drug stores, book stores, grocery stores
Doctors' and dentists' offices
Banks, Real estate offices
Department stores
Restaurants
Banks, school department offices
City offices
HEW office

We made ourselves available to meet with potential students in their own homes. Our aim was to minimize their apprehension about "college." It proved to our benefit that YCCCS has a very positive public image in the community. The local newspapers, the Journal-Tribune (both Biddeford and Sanford issues), the York County Coast Star and Sanford Star were cooperative in doing features on our program, calling attention to the way in which interested persons could apply. A graduate of the program and the coordinator participated in local radio talk shows, one in Biddeford (WIDE) and one in Sanford (WSME), this gave us a chance to explain the program with all its unique features to a wide range of persons. People could call in and have their questions answered on the air.

Our recruitment efforts, although limited by lack of time, proved very successful. We recruited and registered 21 students into the program. This year surpassed both preceeding years with a total of 9 males enrolled in bilingual training. The males recruited in the two preceeding years were both younger and better students than the women. This year we added two men who were undereducated and in their mid-fifties. All 21 program recruits, except the one young student who transferred after first semester, closely fit the grant guidelines. Our success is due to the fact that the program is now firmly established in the community, has been very successful for two years and is recognized as such in the community.

3. Orientation

Fifty persons were personally interviewed in August and September. All potential applicants had at least two personal interviews with the coordinator. The first meeting consisted of a full description of the Franco-American Gerontology Training Program. Each student was given detailed written information on the program. All were instructed to leisurely read the material and to prepare any questions on which they wanted further clarification for the next meeting. Potential students were also informed of all sources of and guidelines for obtaining financial aid. The names and phone numbers of past program graduates were given out to those persons desiring to speak with a community person who had successfully completed the program. We hoped thereby to help quell people's fears about "attending college." Furthermore, everyone was encouraged to call up or drop in the office for answers to any questions that arose.

A second meeting was scheduled between prospective students and the coordinator. At this time final details regarding the program were covered. A folder was started on each student. All were asked to fill out a bilingual program application form. Twenty-one persons went through this process and registered for courses.

As reflected above, each student's entry into the certificate program started with much personal one-to-one contact between student and project staff. Follow-up to this personal contact between student and staff was an orientation session held one day prior to the official start of the fall semester. This was the first instance in which the students met as a group. Up to this time, each student entertained a lot of fantasies about college. The purpose of this session was to alleviate some of the students' anxieties about the start-up of the program, and to give them a chance to become acquainted with each other outside the classroom. During the orientation, students introduced themselves and explained why they joined the Franco-American Gerontology Training Program and what they hoped to get out of it. After examining how students viewed the program, they were introduced to one of the work-study students, a first-year graduate, who talked about her experiences in the program and explained her role as a "peer counselor" to students.

It was determined with the students that Study Skills workshops were necessary to prepare for their course work. We agreed to plan five such workshops.

Orientation was followed by a brown bag dinner attended by both students and program faculty. This gave all persons an opportunity to mingle and get acquainted on an informal basis before starting a year of work and cooperation. Dinner was followed by the first faculty meeting of the year.

4. Start Up Activities

Since 1977-78 was our third year offering the Franco-American Gerontology Training Program at YCCCS, we were firmly established within our sponsoring institution and the surrounding communities. Through our program publicity and personal contacts we continued to build our base of support.

During the second week of training, all students in Bilingual Oral Communications were given the McGraw-Hill Reading Inventory Test. This same test was re-administered to students during the last week of classes. The results were analyzed on a pre- and post-test basis to record the progress of students during the academic year.

5. Faculty

Participating faculty again this year were an equal division of Franco-Americans and non Franco-Americans. York County Community College Services has no full-time faculty, so faculty were drawn from cooperating community faculty and practitioners from local community agencies. Doing this is regular YCCCS policy. The more theoretical courses were taught by persons who normally teach them at the Community College, and skill building or applied courses were taught by agency practitioners. We had three new faculty involved in this academic year. It was easy to incorporate these new faculty because the majority of faculty were veterans, already convinced of the program and its goals.

Four faculty members work for local agencies serving the elderly; two of these faculty were instrumental in hiring some of our program graduates for their respective agencies at the completion of the last two program years. This attests to their level of commitment and to the need for bilingually trained paraprofessionals in services to the elderly.

Last year, running concurrently with our training program, was a Materials Development project. This project provided systematically designed materials which could then be fed to our various faculty for them to fit into their courses. This greatly increased the effectiveness of our training. This year we had some experience using these new materials and were able to incorporate them into the appropriate courses much more effectively, and before the start of the semester. The end result of this was much better culturally based instruction. This year, again, our program was truly a bilingual gerontology training program.

Faculty meetings were held before the start of each semester. At that time faculty were oriented to the goals and objectives of the certificate program. Faculty shared syllabie and discussed their course structure and content. This helped minimize duplication of effort and also helped courses complement each other in giving instruction to students. Faculty were in frequent contact with the coordinator concerning problems with students and possible ways that supportive services could be of help to the students. The coordinator herself was a faculty member; this was very valuable in helping her guide the students through the program by affording her the opportunity to assess first-hand their strengths and weaknesses in the classroom. (See Appendix C for Academic Calendar, and Appendix C for list of faculty and courses taught.)

6. Staff

Project staff consisted of the coordinator, Nicole Cécile Collin, one part-time clerical support person, Marilyn Mockus, and one bilingual Franco-American work-study person, Aurore Laverriere, peer counselor. The job description of the Coordinator was as defined in the grant proposal. Job descriptions of other supportive staff were as follows:

Responsibilities of Clerical Support Person:

(1) Handle telephone calls and refer to coordinator or tutor-counselor as appropriate,
(2) Keep calendar for coordinator and tutor-counselor,
(3) Do all typing, i.e., general correspondence, class preparations, students' files, etc.,
(4) Be responsible for ordering supplies from Portland office,
(5) Maintain ledger (record of money expended) and compile budget reports for Bangor office on a monthly basis,
(6) Maintain files, setting up new categories as appropriate, and ensuring that resource materials are refiled appropriately,
(7) Assist coordinator in setting up meetings, i.e. with students, faculty, practicum supervisors, etc.
(8) Develop and edit Newsletter for program, supplying information and items of interest regarding gerontology, Franco-American materials, etc.

Responsibilities of Tutor/Counselor:

(1) Be supportive of students during transition from housewife, worker, etc. to student,
(2) Be aware of changes in attitudes or personalities of students,
(3) Encourage students to approach you with personal problems soon, to avoid catastrophes,
(4) Assure students that all discussions are confidential, between counselor and coordinator only,
(5) Confer regularly with coordinator to determine if more intensive counseling is appropriate,
(6) Sit in on classes to follow students' development.

Staff worked effectively as a team to provide well-rounded support for our students, to ensure their growth, development and success in this program.

7. Curriculum

As in the two preceeding years, the program offered a one-year human services core curriculum, with specialization in gerontology, derived from the two-year associate degree program of Bangor Community College. This year's curriculum was revised to reflect a more liberal arts orientation. This change was made at the direction of the Human Services Department of Bangor Community College. Consequently, two courses - Interviewing and Counseling, and Activity and Recreation for the Elderly - were dropped from the curriculum. The course entirled Psychology of Adjustment was added.

During the first semester, the emphasis was upon providing a general introduction to the field of Human Services and to exploring and acquiring the basic helping skills necessary to effectively function in bilingual/bicultural agency settings.

Second semester focused more on specific skills and referral information to apply in helping the elderly. A field placement running concurrently provided a supervised opportunity to apply those skills and knowledge. Courses were as follows:

First Semester	Second Semester
Introduction to Human Services	Introduction to Gerontology
Introduction to Psychology	Psychology of Adjustment
Group Processes	Developmental Services to the Aging
Bilingual Oral Communication	Practicum

This year, as in the past, a serious effort was made to incorporate more bilingual/bicultural content into the appropriate courses. Associate Degree Studies, as one more facet of their extensive support of this program, agreed to print thirty copies of a handbook. This book contained the most relevant bilingual instructional materials developed and was compiled by Ms. Claire R. Bolduc during the second year of our training program. This text includes such things as a counseling model for Franco-Americans, translations, group exercises, and bilingual vocabulary lists. In this way we were able to insure that our graduates would be left with a bilingual/bicultural reference text which can be used for reference purposes in their future employment.

One major emphasis of the Gerontology Certificate Program was for the students to acquire readily usable skills and referral information which could benefit them on the job. This was accomplished through the vehicle of a field placement.

The most practical and crucial aspect of the training was this field placement. Here, bilingualism played a major role. Students were placed in agencies where they could put all their aging-related skills to work interchangeably in the English or French language. This experience has a profound impact on the student and participating institution. Many agencies report dramatic changes in clients resulting from contact with our trained paraprofessionals.

Many agencies attest to the need for, and benefit of, bilinguals. Students in the process also learn the value of their linguistic and cultural skills as put to use in the delivery of services. (See Appendix E for a list of Practicum placement agencies.) This year's practicum placements were even more successful than last year's. Many agencies are already aware of the need for this type of service. Also, the coordinator received phone calls from agencies stating that they heard about our program through other agencies, and exhibiting their desire to cooperate with us. We started from a solid base in the community with agencies eager to work with us. This year, again, agencies are requesting bilingual persons when they advertise job openings in local newspapers.

The desired outcome was for the training to enhance each individual student's employability in the field of Human Services. Therefore, in both classroom and field work, emphasis was placed on a competency based approach to learning. Much of the course content was geared to stimulate and increase the student's competence to effectively function in the field. (See Appendix C for the description of courses newly added to this year's curriculum.)

8. Student Support Services

Extensive supportive services were offered to the Gerontology Program students to assist them through all aspects (academic, personal, financial) of the training:

Counseling: The site coordinator was available to counsel students whenever the need arose. For adults beginning a college level program after a long absence from any formal schooling, a supportive learning environment was crucial to instill self-confidence. The coordinator played an active, ongoing role in providing personal counseling, a lot of which was done over the telephone, since tight schedules limited free time for students. Project students clearly depended upon project staff for educational information, guidance in resolving personal problems, and emotional support.

Tutoring: Arrangements were made with the Introduction to Psychology teacher that the coordinator would hold group tutoring sessions before each exam. This provided all with an opportunity to apply knowledge gained in the Study Skills workshop. Private tutoring sessions were also provided by Aurore Laverriere, the program's tutor/peer counselor.

Career Planning: Throughout the academic year, career planning was done with each student. The coordinator met privately with each student at the start of each semester to discuss the student's involvement in the training program and to explore his/her future educational and employment goals. All educational and employment options of interest to the student were discussed. The coordinator provided as much information as possible to guide the student in making his choices. The student was repeatedly urged to talk with agency representatives where he expressed an interest in working. If a student wanted to work as an Outreach worker or a counselor, it was important that he make himself known to the agency and find out what he would need in order to be employed by them in the desired capacity. The student's action of contacting these agencies helped him set realistic goals for himself/herself.

Ten students decided to continue their college careers in pursuit of a two-year associate degree in gerontology. A few of these students also expressed the hope of thereafter obtaining a four-year degree. These students were given instructions and urged to visit the University of their choice, to meet and talk with the chairperson of the appropriate department, and, again, to find out what each would need to successfully transfer after the first one or two years of schooling at York County Community College Services. UMPG faculty were invited to our two mid-semester parties. This gave students a chance to informally meet and talk with faculty in four-year programs. The hope here was to begin to demystify college education and provide students with contacts in four-year programming.

At the end of second semester, a career-oriented résumé writing workshop was held. Students were instructed what information to bring to the session so that they could actually write their résumés during the workshop. The two workshop leaders worked with each person and produced a rough draft of each résumé.

At a second meeting of this workshop, the facilitators individually reviewed each résumé, and with each student arrived at a final draft. The clerical support person was available to students to type and duplicate their completed résumés. (See Appendix G for a copy of a résumé.) None of the students had previously had a résumé to present to a prospective employer. The appropriate way to utilize the résumé was discussed at length. The actual writing of the résumé was of benefit to the students. For example, one woman (wife and mother) lacked in self-confidence because, she said, she had "never worked." The group discussed this and brought out all the skills necessary to raise a family that are also skills necessary to a social service worker. At the end the student had more self-confidence and now is better able to discuss her "skills" with any potential employer.

Financial Aid: Financial assistance, for most students, was the crucial form of support which made it possible to enter the training program. All participants received aid in accordance with individual need and program guidelines. Students were informed about, applied for, and in many instances, received financial assistance from a number of outside non-stipend sources.

Financial aid was awarded as follows:

Grant stipend	$4,065.
Associate Degree Studies scholarship	585.
BEOG	6,148.
SEOG	3,750.
Work/Study	3,450.
NDSL	1,900.
Trustee Scholarship	1,125.
Assistance Grants	550.
Tuition Waiver	670.
Employer Tuition refunds	640.
Vocational Rehabilitation (1 person)	800.
Total	$23,683.

V.A. benefits (regular) (6 persons)	N/A
Disabled Veterans benefits (2 persons)	N/A
Trade Reallotment assistance (3 persons) (full tuition expenses and unemployment benefits)	

Nous-Autres Newsletter: In the fall of 1977 we started a Gerontology Certificate Training Program newsletter named Nous-Autres. Nous Autres was developed and edited by the clerical support person, Marilyn Mockus. Through this vehicle staff could systematically communicate with present and past students, faculty and practicum agencies. This also provided a forum from which current students could share their experiences as adult returning students and their insight into being advocates for the Franco-American elderly of the communities. This newsletter gradually became very popular among students and staff. Several students gained more confidence in their abilities to effectively communicate because they had received much positive feedback concerning something they had written for Nous Autres. The F.A.R.O.G. Forum, a bilingual Franco-American student newspaper out of the University of Maine at Orono, requested to reprint several articles from our newsletter. The students were very proud that someone wanted to print and widely circulate what they had to say. Nous Autres was also distributed to local libraries and senior citizens centers. We received letters and many comments from persons who, for instance, had read the newsletter in the local library. Some community persons thereby became acquainted with and aware of the efforts of the Community College in the field of Adult Bilingual Education. Some persons wrote us requesting additional information on the program; a few others wrote to ask how they could help out.

9. Workshops and Special Events

A variety of workshops, testing, and special programs and resource persons were arranged. These activities included:

Study Skills Workshops: Five intensive workshops were designed to impart to students the essential skills which they would need as adult returning students. No prior study skills knowledge was assumed. Workshops were designed to cover the basic skills and good study habits which would both save the student time and help him succeed. Doing these workshops at the beginning of the semester instilled confidence in the students who, for many years, had been out of school and who feared they would be unequipped to do college work. Also, these workshops started students off with the right study habits - before they were able to acquire unproductive study habits. These workshops were more effective than the first funding year's Study Skills workshops in preparing our students, and remain an indispensable part of the program start-up. At each workshop students were given printed material to take home and refer back to during the semester as they put these new skills to use. Students were encouraged to further discuss any questions or problems related to their studies which arose during the semester with project staff.

The Study Skills Workshop was held five consecutive Tuesday evenings and lasted 1 to 2-1/2 hours each. Topics covered were as follows:

- Session 1 - Time Management
  - Time management principles
  - Daily and weekly activity schedule
  - Questions and problems: a) Study places
    - b) Distractions
    - c) Organization
- Session 2 - How to Read and Remember - SQRRR Method of Reading was utilized.
  - Practice exercise utilizing one of student's psychology test
  - Underlining and note-taking on readings
- Session 3 - How to Take Lecture Notes
  - Review of: a) Listening skills
    - b) Note-taking skills
  - Give a mini-lecture, had students take notes, and then shared key points
- Session 4 - "Mixed Bag"
  - How to use the library
  - Guide to making oral reports
  - Guide to writing themes and reports
- Session 5 - Taking Exams
  - Preparing for exams
  - Essay exams
  - Objective exams
  - Use of a sample test (For an example of the text of one of the workshops, Session 2, see Appendix H)

Testing: All students took two diagnostic tests. These were the McGraw-Hill Reading Test and An Effective Study Test. Staff scored and analyzed the results of both tests. The coordinator then met individually with each student for 1 to 2 hours. At this time the results of both tests were reviewed and explained in detail with the student. This provided a vehicle by which each student could see his/her academic and study strengths, and also be alerted to his/her weaknesses. Results were broken down into manageable, understandable pieces. For instance, students found out their rate of reading in words-per-minute for easy reading and for difficult (textbook) reading. Also tested were such things as paragraph comprehension, critical thinking and retention of detail, and study habits. Very often, returning adult learners become discouraged and feel that they just cannot cope with college. These diagnostic tests show the student exactly where his/her strengths are and isolate the problem areas. Upon being given this information, the student can feel more confidence and also perceive and work on the defined problems.

During the first two years of training, students were tested, but the results were not adequately fed back to the students. This prevented them from understanding their academic difficulties in manageable ways. This is one of the areas of the greatest improvement in this year.

Social Events

The Bilingual Human Services Program is very much a family and community event as well as a highly personal experience for each student. A number of social events were planned for and by students throughout the year. These were an important aspect of the program, providing an opportunity for students to relax from academic pressures and relate to one another and to the instructor and staff on a personal level. These activities also served to develop a strong peer support system within the project group.

Orientation: The academic year was started with an orientation followed by a get-acquainted dinner between students and faculty.

Thanksgiving Party: A pot-luck dinner with wine, music, dancing, singing, storytelling--in short, an evening of much, much fun. This party took place at the Ross Senior Citizens Center in Biddeford.

Some classes ended the semester with pot-luck dinners at student and/or staff homes.

The coordinator invited staff, faculty and students to her home for a pot-luck dinner during second semester.

Graduation: One June 2, we had the graduation ceremony and banquet, attended by 60 persons. Fifteen persons were honored for having successfully completed this year's training. Graduation festivities were held at The Pour Farm in Biddeford. A social hour was followed by a banquet, award of certificates, and finally, an evening of dancing.

Agency Workshops: Several students participated in various aging related workshops offered by community agencies during the course of the academic year.

10. Institutional Support and Commitment

Financial and technical assistance on the part of York County Community College Services toward all phases of this program have been superb. From Day One of the Franco-American Gerontology Certificate Program, three years ago, the Coordinator has met with full cooperation in accommodating the needs of this bilingual training effort. The success of this site's operations is due in part to wonderful support and encouragement offered at the right moments.

Financial support consisted of the following:

Total financial support by YCCCS:

1) all postage fees
2) all duplication costs
3) use of office phones (WATS lines)
4) all office supplies
5) maintenance of office equipment, e.g. typewriter
6) all costs for one work/study student (12 months)
7) University financial aid to our students
8) additional scholarship monies from Associate Degree Studies to cover a deficit in the stipend money in budget
9) cost of printing bilingual instructional aids, and handbook
10) all learning center services were available to our students
11) trip to Lafayette, Louisiana

It is my feeling that York County Community College Services has a strong commitment to the concept of bilingual vocational education. They have fostered the growth and development of this program, and are committed to all bilingual students who have chosen to continue their education beyond the first year. Another indication of their willingness to make this program successful was evidenced in setting up the certificate courses, wherein repeated scheduling change was made to better accommodate our adult returning students. Finally, it is my belief that YCCCS is fertile ground in which to make bilingual education a lasting reality. Here there exists almost unlimited potential for the concept to succeed, grow and expand into other areas of study.

I wish to take this opportunity to thank all the persons of Associate Degree Studies who have made this program a success: Dr. George Connick, Mr. Dick Sturgeon, Mr. Sam Andrews and Georgie Varrell.

11. Community Involvement

Curricular Involvement: Because York County Community College Services is an evening college, most faculty are involved in other kinds of work in the community in addition to teaching in the program. For instance, one of our instructors is the Director of the Cumberland/York Senior Citizens Council; another directs the Diocesan Human Relations Outreach Program in Biddeford. These people have set an example by hiring several of our graduates. Since our faculty themselves and agency practitioners trained our students, they are in a position where they can be supportive of our students in the community and in their respective agencies.

Through the vehicle of guest lecturers, much information-sharing went on about the Gerontology Training Program. Many agency people were brought in to speak to classes about their varied programs; at the same time these agency people found out a lot about our students and what they are trained to do. Another much felt presence in the community was through the practicum. During this time students are out building a good community presence through their many contacts with placement agencies and their clients. The Coordinator conducted site visits at all practicum placement agencies, checking on the progress of the students and evaluating their effectiveness.

Extra-curricular Involvement: Although community involvement on the part of the Coordinator is not officially stressed as part of our grant, it is the key to getting our program accepted and financially absorbed into the local operations at each of our sites throughout the state. Unless the public in each locality come forward and say that they need and want bilingual vocational education, this concept will not continue beyond the federal funding period for the program. The first year's efforts were almost exclusively aimed at developing a successful academic program and getting it accepted and sought after in the community. This being accomplished, the second and third years afforded unlimited opportunities for the program to become very visible and entrenched in the community. The Coordinator took advantage of every opportunity to work cooperatively with local Franco-American clubs and organizations in bringing to Biddeford/Sanford cultural and educational events. These additional duties were taken on in "spare time."

During the course of the year, the Coordinator addressed several classes, groups, clubs and organizations. Each time, the Franco-American Gerontology Training Program at YCCCS was explained and program brochures passed out to the persons present. An open invitation was always extended to those wanting further information on attending the college. Some of the talks were also aimed at getting social service agencies to recognize the need for them to hire trained bilingual/bicultural staff persons. These new ideas need to be expressed in many different settings before they will take hold.

Concert: Le Festival Des Deux Mondes: A cooperative effort was initiated by the Gerontology Program coordinator and Le Federation Franco-American de Biddeford, of which the coordinator is a member, to bring French language cultural events to our area. We wrote two mini-grants, seeking partial funding to enable us to host Le Festival Des Deux Mondes. This is a touring celebration of the depth and diversity of French culture in North America, particularly as it relates to traditional music, dance, and song. Its intent was to present to Franco-Americans some of the finest practitioners of the Franco-American folk arts from Maine, Vermont, Canada, Cajun Louisiana, and Missouri. A $500 mini-grant was obtained from the Maine Council for the Arts and Humanities, and a second $500 mini-grant was awarded us from the Lewiston and Auburn Public Libraries. We had a very successful performance at the Biddeford City Theater on Mothers' Day with a full house of 680 persons in attendance.

Bilingual Film Discussion Series: The coordinator wrote and submitted a funding proposal to the Maine Council for the Humanities and Public Policy, requesting $3,160. to sponsor a bilingual film/discussion series. Funding was granted us for the execution of this series, which was again a cooperative effort between the York County Community College Services Gerontology Program, the MacArthur Public Library, and Le Federation Franco-American de Biddeford. Five films were shown every other Wednesday evening, free of charge, at the MacArthur Public Library. One film was French with English sub-titles, two films were in English, and two were in French. The films were centered around four public policy issues of pressing concern in our community of Biddeford/ Saco. Those issues addressed were: child abuse, housing problems, the elderly, and labor organizing. Refreshments and a discussion period followed each film showing, with conversation centered around applying certain aspects of each film to our lives and communities.

Conference in Lafayette, Louisiana: The coordinator, with the financial assistance from Associate Degree Studies in Portland, attended the First National Conference on Franco-Americans. This three-day conference took place in the heart of Acadian country, Lafayette, Louisiana. The conference was very personally and professionally stimulating. Many contacts were established which may prove helpful in our future efforts locally.

12. Evaluations and Recommendations

The principal objectives of the grant proposal were accomplished. Unemployed and underemployed Franco-Americans, aged 45 and older, were trained for jobs in agencies serving the elderly. The program also trained some younger Franco-Americans as well as a few persons already employed who sought retraining in services for the elderly.

We sincerely hope that the career mobility of Franco-Americans has been enhanced through utilization of this bilingual vocational education program. There are some indications that this has, and is occurring. A survey of the first-year graduates has shown that eight of the thirteen graduates are now successfully employed in the social service area. Five had not previously been involved in this field. One woman worked in a local mill prior to the program; now she is employed as an Outreach worker for the elderly, and finds her present work infintely more rewarding and fulfilling. Prompted by her agency, she is also pursuing an associate degree in gerontology. A second woman had been a wife and mother for many years prior to entering the program. She had very few marketable job skills. Upon completion of the program she sought part-time work and was hired to start and run a meal site for senior citizens. She did not want to work full-time because she still has young children at home. A third graduate, with no prior job history outside the home, was employed as a community VISTA representative, working with the elderly. Seven of the graduates are currently working toward a two-year associate degree in gerontology, one student transferred into the Therapeutic Recreation associate degree program, and one woman has chosen to do neither, preferring to stay at home.

Some striking facts are now evidenced by this year's students as well. Ten of this year's graduates plan to go right into a two-year associate degree program in gerontology offered by the Community College. Two other students are still undecided about whether they will return to college in the fall. It is safe to assume that the large majority of these students would never have attended college level training if it were not for this program, yet now they are eagerly seeking additional schooling. It is our hope that we were able to adequately prepare our students who have elected to continue on the heels of success to a two-year associate degree program. Given the very wide range of ages of students and their scholastic abilities as measured by the McGraw-Hill Reading Test, it is very hard to predict how all the students will do when they join the mainstream of college life.

One student was asked to submit a job application with the Cumberland/York Senior Citizens Council. She was requested to do this by her practicum agency supervisor who is employed by the Council. This student's prior work history was with the Fairchild Industries of South Portland, a manufacturer who closed down and left the state of Maine. A second practicum student had been working at the Webber Hospital's Social Service Department, finding placements for patients who could no longer care for themselves. This involved some counseling with the patient and his family, followed by a transfer to the new facility upon discharge from the hospital. This student continues to volunteer her time and services at the Hospital. They, in turn, have stated to her and the coordinator that it is their intention to hire her as soon as an opening becomes available in that department. Another student was placed with the Disabled Veterans Outreach Program. He, himself a disabled veteran, is continuing his work with the Outreach Program through the summer. In the fall he will pursue an associate degree. At the end of his training he aims to get a job with the local office of the Disabled Veterans Outreach Program. A fourth student was called back to work for Fairchild and did return to work for them. However, she hopes to find employment working with the elderly.

The large majority of students have a much improved self-image, are more personally assertive, cognizant of their heritage, and more confident in their abilities. All have struggled to make tremendous changes in their lives and most are now equipped to advocate for the elderly. Their sensitivity toward others, especially the elderly, is profound.

One of the subordinate objectives of particular importance to this site is to assist aging service agencies in finding trained bilingual personnel. All agencies which we worked with during the past three years are now aware of the need for the bilingual delivery of services. Some agencies are seeking us out, saying that they need bilinguals to go in and work with their clients. Other agencies are now beginning to actually advertise job openings requesting bilingual applicants.

Another program improvement over last year involves the availability of, and better use of, bilingual materials as course content. More instructors were Franco-American and did make use of materials developed and provided by Ms. Claire Bolduc, Director of Materials Development Project. These materials were incorporated into the prior planning of each appropriate course instead of piecemeal as last year when we used the materials as they were developed. This made for improved bilingual course content.

Duplication of materials covered in courses was much less a problem for the present school year as opposed to the first two years. The coordinator tried to minimize or eliminate this problem by having each faculty member summarize his/her course at faculty meetings. In addition, syllibie of all courses were provided to faculty.

For the first two years the program focused on developing a local and statewide base from which to work. The second year we emphasized the development and implementation of a good shared bilingual core curriculum. In addition, each site had to gain social service agency support and confidence. All of these goals have been accomplished. Now, several of our graduates are employed in the delivery of services to the elderly. Gradually, we have created a demand for our graduates. Because our first two year's graduates were so well received employment-wise, we have shown that there is definitely felt to be a state-wide need for our bilingual students. Finally, we have made a convincing case for the viability of bilingual vocational education.

Two years were not enough to obtain the permanence we sought. Now, with three years behind us, we are indeed skilled to deliver a good bilingual human services training program. We have, in three years of existence, developed many experienced bilingual technicians among our faculty and agency supervisors. Now, we could efficiently and effectively continue to make use of them, but on a local level. It is time to turn our attention and expertise to local job training needs. For example, in the Biddeford/Sanford area there exists a big demand for paraprofessionals in the field of developmental disabilities which we were unable to meet this past year. It is my recommendation that this be done on a smaller scale in the future, not as part of a federally funded statewide consortium as has existed for the past three years. We should continue to put to work the best of what we have learned through this project in new local training efforts and also offer our bilingual services to all of the bilingual students at York County Community College Services.

In order to address the needs of our Franco-American continuing students and to recruit new Franco-American community persons for college level training,(e.g. in developmental disabilities) the coordinator has compiled a shopping list of things that could be done next year at YCCCS.

The following are my recommendations:

1. Community College office functions should ideally have the possibility of transpiring in either French or English. This means there is a need for bilingual staff in the Community College office.

2. The College should advertise extensively in our communities that YCCCS is also for Franco-Americans, saying that all services are available bilingually.

3. Academic and non-academic counseling should be made available to Franco-American students as relates to their bilingualism/biculturalism, to guide our students through successful schooling:

   a) Set up bilingual Study Skills workshops
   b) Financial Aid counseling, bilingually
   c) Career Planning services, bilingually
   d) Resume Writing services
   e) Job Interview skills, bilingually
   f) Be available to go to to people's homes to bring college information to them in an initial setting that is comfortable to them.
   g) Provide bilingual work/study students to work under the supervision of a staff Franco-American to set up an extensive bilingual tutoring program to assist bilingual students recruited into programs to successfully bridge language difficulties.

4. To collect and disseminate information and materials concerning Franco-Americans:

Method:

a) Library-file: a system for collection and dissemination of information available upon request, by mail or in person. A file is already set up in the Franco-American Gerontology Program office which could easily be expanded. Requests for information have already started to come in from YCCCS students and UMPG students.

5. To stimulate and develop Franco-American cultural experiences at YCCCS:

a) Set up student exchanges to a Quebec University, e.g. participating in the UMO-Quebec May term, a three-credit course

b) Join La FEderation Franco-Americain de Biddeford in efforts to sponsor cultural projects relating to Franco-Americans in our communities.

Conclusion

The Bilingual/Bicultural Human Services Training Program has provided a meaningful life and learning experience for a group of individuals whose access to educational and employment opportunities was previously very limited. For participating students, it has been a catalyst for personal development and self-awareness, and a process of growth and discovery that will continue to benefit them, their families, and their communities for the rest of their lives. A new benefit of this program, which will begin to appear over the next year, is an increasing demand for bilingual human services. As community people, "clients of services," begin to gain the confidence that it is not "bad" or "unamerican" to request service in their native language, some Franco-Americans, who did not previously avail themselves of services due to language difficulties, will increasingly do so.

This is the end of federal funding of our efforts in the Franco-American Gerontology Training Program. However, we are left with much knowledge, information and expertise which we can make work for us for a long time to come. We have learned that Adult Bilingual Education works. Now we need to find ways to apply this knowledge, not as a special program set apart from others, but to build this bilingual option into the fabric of community college education.

III. Conclusions and Recommendations

Without doubt, the most gratifying aspect of the program's success is its obvious impact in broadening the personal and professional horizons of its nearly two hundred graduates and the additional fifty to sixty trainees who participated in the program although not able to complete it.

Follow-up studies of the first program graduates indicated that nearly 40% are currently employed in a human services related position. These employed graduates indicated that they constantly utilize knowledge and skills received through the program. Approximately 35% of these earlier graduates are now pursuing further academic study in human service related curricula. The remaining 25% of the respondents have undergone little change in their occupational status, yet all felt they had obtained valuable occupational, interpersonal, and language skills from the program.

A six month follow-up survey of the seventy-three May, 1977 program graduates was conducted by staff in January, 1978. Although this study was informal, the resulting data does provide some convincing evidence that our graduates cannot only survive, but indeed, they have excelled, in pursuing further education at the post-secondary level.

Our records indicate that approximately 40% of these program graduates enrolled in formal education programs, nearly all at their local University of Maine campus as full or part-time students, and nearly all in behavioral science fields.

Because a two-year program in Human Services is currently available at only two campuses, graduates were forced to enroll in traditional liberal arts programs (e.g., psychology, sociology) with more theoretical and less applied emphasis. Progress is under way to extend the Human Services curriculum to additional campuses, thus providing a one-plus-one sequence for our graduates.

Very few one-year graduates among those who continued with their education have dropped out (due to medical or financial reasons); even more impressive is the fact that the majority have maintained a grade point average of 3.0 (B) or better. The median grade point average in spring, 1978 was 3.2.

A similar pattern seems to be emerging once again with this year's graduates. Coordinators report about forty percent of their students have taken steps to enroll in related two-year programs, while some twenty-five percent have already secured human services related employment upon completion of the one-year program. Thus, we can point to approximately seventy-five bilingual adults in Maine who are pursuing futher educational opportunities as a result of their initial success in the bilingual vocational training project and an additional seventy-five who have continued or obtained full or part-time employment since completing the program.

While the trainees experienced the most obvious and dramatic changes as a result of participation in this program, it should be noted that staff, faculty, and practicum supervisors were effected in many positive ways as well. In addition to staff, some forty instructors and sixty-five human service agency personnel were engaged in this effort. Their responses to the evaluation questionnaire suggest that they perhaps received as much as they give through their involvement.

There are many otherfeatures of the program over its three-year history that can also be mentioned with pride:

--a highly competent staff, committed to the project's goals and to the success of its participants;

--faculty interested in the educational growth of bilingual adults and sensitive and responsive to their needs;

--human service practitioners in the community willing to participate in and contribute to a new educational enterprise;

--University officials supportive of the concept of bilingual education and willing to take some risks to make such a concept work;

--families supportive of a wife, mother, daughter, or husband striving and sacrificing to succeed in the brave new world of lifelong learning;

--the U. S. Office of Education, convinced enough of the efficacy of the program to provide funding for three years;

--interest and support from many sources--including the provincial government of Quebec, and the National Government of France.

--spin-off projects, including: cultural awareness training for human service workers, a bilingual human services workbook, and further consortium efforts among participating University campuses.

While a statewide consortium for bilingual vocational education in the human services, as it has been delivered during the past three years with U.S. Office of Education funds, will not continue as such, the spin-offs from the current program are already apparent within the state and particularly within the University of Maine system.

Officials from all seven University branches have had a series of recent meetingsto review the success of the bilingual project and use it as a model for system-wide sharing of programs to meet new educational needs. One anticipated outcome, for fall, 1978, is an Associate Degree in Human Service at several additional campuses, thus providing a second year of training to the one-year graduate of the bilingual program.

Also in evidence is a more deliberate effort on the part of University administrators and program planners to include bilingual components in designing new academic programs and grant applications. They are also much more aware of the need for bilingual instructors, counselors, and other support personnel in the academic community to work with Franco-American students.

As we move into the 1980's, when student populations will be older and more varied, the University of Maine would be well advised to give serious attention to the role of a state university in meeting the special needs of lifelong learners, particularly its bilingual citizens. What has been accomplished with one curriculum in particular (i.e., human services) should be seen as a prototype for a wide range of one and two-year programs with a bilingual approach. The need exists, the interest has been generated, and a successful model has been demonstrated. What remains is a firm commitment from educational decision makers to make bilingual adult education an integral part of public, post-secondary education in Maine.

Recommendations

Several recommendations are offered to those who are responsible for programming and funding decisions that affect education and training for adults:

--The funding agency, in this case--U. S. Office of Education, should make a greater effort to conduct site visits. The Bilingual Human Services Program was never visited by any U. S. Office of Education representative during its entire three years of operation;

--Departments or other units within education institutions which sponsor new programs for non-traditional learners should provide both the support and latitude necessary for such programs to accomplish their stated objectives;

--The campuses which have participated in this project should continue the momentum for consortia approaches, particularly in adopting an associate degree in human services, but also in other fields as well;

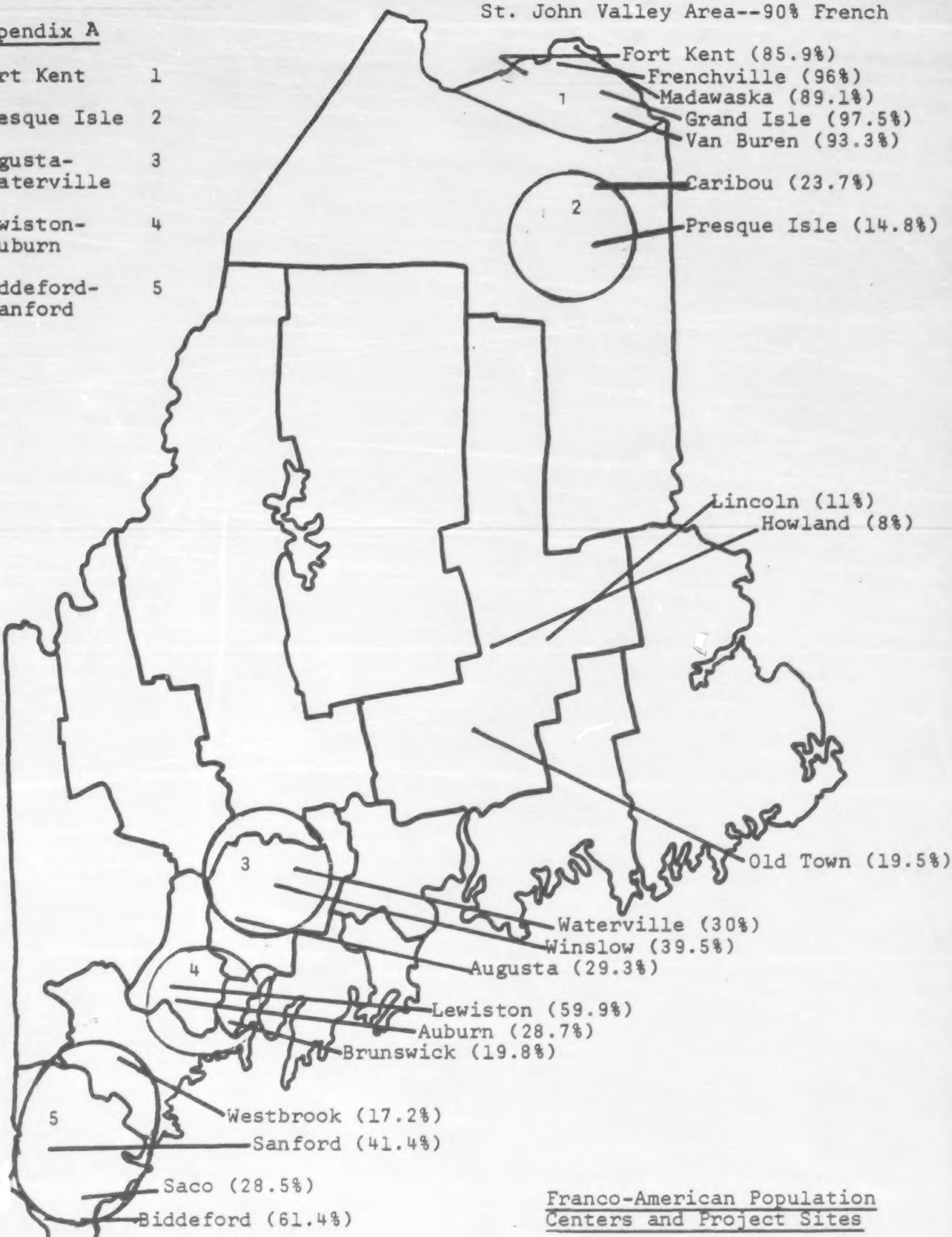
--All post-secondary institutions in the state, especially those which are public and which have large numbers of Franco-American students, should employ bilingual and bicultural faculty and staff (e.g., counselors) able to provide appropriate support services to Franco-American students, particularly reentering adult learners;

--Continuing, adult, external, and other special units within post-secondary institutions should make a special effort to recruit Franco-American adults into their programs, and provide developmental courses as necessary to accommodate their special learning needs;

--The University of Maine system should assess the need for bilingual adult education, examine past and current approaches in meeting this need, and establish systematic priorities for institionalized programs which do not rely from year-to-year on external funding.

Appendix A

Fort Kent	1
Presque Isle	2
Augusta-Waterville	3
Lewiston-Auburn	4
Biddeford-Sanford	5


St. John Valley Area--90% French
1
Fort Kent (85.9%)
Frenchville (96%)
Madawaska (89.1%)
Grand Isle (97.5%)
Van Buren (93.3%)
2
Caribou (23.7%)
Presque Isle (14.8%)
Lincoln (11%)
Howland (8%)
Old Town (19.5%)
3
Waterville (30%)
Winslow (39.5%)
Augusta (29.3%)
4
Lewiston (59.9%)
Auburn (28.7%)
Brunswick (19.8%)
5
Westbrook (17.2%)
Sanford (41.4%)
Saco (28.5%)
Biddeford (61.4%)

Franco-American Population
Centers and Project Sites

1977-78

Appendix B

Student Statistical Summary

Actual number of students starting the program		114
Certificates awarded May, June, July, 1978		80
Biddeford - Sanford	15	
Fort Kent	16	
Lewiston - Auburn	16	
Augusta	17	
Presque Isle	16	
Average pre-program academic grade level		11.7
Average age of students graduating from program		38.5
Students continuing college beyond certificate		36
Students now working in human services		25

Augusta Students

Student Age & Sex	Initial Ed. Level	Current Status
Gloria S. Arbour, 39F	H.S.	Nurtition aide
Blanche Blunt, 53F	H.S.	Seeking employment
Jacqueline Carrier, 38F	H.S.+ Nursing sch.	Continuing education
Claire G. Deshaies, 39F	H.S.+ Bus.sch.	Pursuing career in nursing
Donna Dionne, 20F	H.S.	Full time student
Della P. Dube, 49F	H.S.+Bus.sch.	Part time volunteer/contining education
Jeanine B. Edgecomb, 25F	H.S.	Aide at mental retardation center
Jeannette Gagne, 46F	H.S.	Continuing education
Adrienne D. Gilley, 62F	GED	Seeking work in nursing home
Marie-Anne Jacques, 43F	H.S.+Beauty sch.	Continuing education
Arlene D. Laliberte, 52F	GED	Volunteer at health center
Bernadette L. Pepin, 48F	did not finish H.S.	Volunteer at mental health center
Madeline Pooler, 42F	H.S.	Continuing education
Patricia R. Rancourt, 47F	H.S.	Continuing education
Marie-Ange D. Thibeau, 54F	H.S.	Volunteer at health center
Jeannine Vachon, 44F	Grade 8	Continuing education
Juliette L. Weston, 42F	H.S.+Bus. sch.	Continuing education/working at family planning center

24 students actually started the program

17 graduated all female

43 was the average age

11.8 was the average pre-program educational grade level

Presque Isle Students

Student Age & Sex	Initial Ed. Level	Current Status
Jeannette M. Albert, 41F	GED	Seeking employment
Charlene Burgay, 32F	H.S.	Assistant Director of Activities at nursing home
Myrtle P. Donovan, 51F	GED	Seeking employment
Alouida C. Dubay, 46F	H.S.	Employed
Diane Gendreau, 30F	H.S.	Seeking employment
Joan Good, 40F	Some H.S.	Employed
Gail Hjort, 27F	H.S.	Employed
Gladys Laplante, 52F	Some H.S.	Outreach worker
Lucille LeBlanc, 39F	Some H.S.	Self-employed seamstress
Cecile P. Martin, 34F	Some H.S.	Continuing education
Beverly Pelletier, 21F	H.S. + some coll	Employed
Judith M. E. Pelletier, 29F	H.S.	Employed
Elnora E. Pike, 50F	H.S. +Some coll	Coordinator of special project for mental health center
Gail Plourde, 33F	Some H.S.	Seeking employment
Yvette St. Pierre, 34F	Some H.S	Continuing education
Leah Williams, 21F	H.S.	Summer camp counselor/cont. ed.

24 students actually started the program

16 graduated, all female

36 was the average age

11.3 was the average pre-program educational grade level

Fort Kent Students

Student Age & Sex	Initial Ed. Level	Current Status
Rena May Baker, 38F	H.S.+	Continuing education
Marie A. Bard, 68F	Grade 7	Volunteer
Denise J. Belanger, 35F	H.S.	Student
Debbie A. Daigle, 19F	H.S.+	Housewife
Priscilla Daigle, 54F	GED	Volunteer
Joan Dixon, 33F	H.S.	Waitress
Joan Dube, 48F	GED + Nurses aide	Student
Yvette Guerette, 50F	Grade 8	Cook
Regina Lagace, 31F	H.S.	Housewife
Catherine Martin, 20F	H.S.	Student
Yvette Michaud, 35F	Grade 8	Student
Florence Nadeau, 44F	Grade 8	Student
Leonette Pelletier, 46F	H.S.	Crafts instructor
Pamela M. Pelletier, 26F	H.S.	Student
Marilyn M. Pinette, 23F	H.S.	Clerk
Joan T. Sirois, 24F	H.S.	Student

21 students actually started the program

16 graduated, all female

37 was the average age

11 was the average pre-program educational grade level

Lewiston-Auburn Students

Student Age & Sex	Initial Ed. Level	Current Status
Adrien Bannister, 51M	H.S.	Nursing Home Volunteer
Marie J. Bernier, 51F	some H.S.	Nursing Home Medical Tech.
Doris Boisvert, 43F	H.S.	
Mignomme T. Chenard, 46F	GED	Part time employment
Lorraine T. Cote, 29F	H.S.	Part time student
Gilberte C. Landry, 51F	H.S.	Nursing Home Assistant Activity Director/part time student
Lucille C. Landry, 33F	H.S.+Bus.Sch.	Full time student
Constance M. Leeman, 38F	H.S.+ACT	Full time student
Claudette B. Lessard, 35F	GED	Employed at developmental disabilities center/part time student
Marcel Mathieu, 38M	GED+some coll	Employed at mental retardation center
Dorothy G. Meagher, 28F	GED	Nursing home employee/part time student
Robert R. Ouellette, 23M	H.S.+some coll	Full time student
Therese L. Ouellette, 54F	H.S.+Nurse's Aid	Seeking employment
Suzanne L. Pare, 31F	H.S.	Seeking employment
Constance Pelletier, 34F	H.S.+X-Ray Tech.	Full time student
Patricia Rossignol, 37F	H.S.	Full time student

24 students actually started the program

16 graduated, 3 male and 13 female

38 was the average age

12.1 was the average pre-program educational grade level

Biddeford-Sanford students

Student Age & Sex	Initial Ed. Level	Current Status
Terry R. Belanger, 30M	H.S.+	U. S. Postal Service emp.
Michael Bergeron, 28M	GED	U. S. Shipyard/Cont. ed.
Alice L. Bolduc, 66F	H.S.	
Anne Marie Bubar, 29F	H.S. + Coll	Health aide
Jane A. Croteau, 35F	H.S. + Adult ed.	Part time Nurse's aide
Elaine A. Fournier, 23F	H.S.	employed
Claire M. Goudreau, 40F	H.S.	Continuing education
Robert H. Guillereault, Jr.,35M	H.S.	Social Security Office emp./ Continuing education
Claire Hussey, 50F	H.S.+	Continuing education
Gertrude G. L'Heureaux, 49F	H.S.	Seeking employment
Pauline L. Paquette, 50	some H.S.	Continuing education
Michael L. Roy, 23M	H.S.+Voc. Sch.	Continuing education
Leo E. Simoneau, 27M	H.S.+Voc. Sch.	Continuing education
Rita Turcotte, 51F	H.S.	
Joseph R. A. Wagner, 58M	some H.S.	employed/continuing educ.

21 students actually started the program

15 graduated, 6 male and 9 female

40 was the average age

12.2 was the average pre-program educational grade level

Appendix C

Course Descriptions
(Fall, 1977-Spring 1978)

Practicum in Human Services

This course provides experiential learning under supervision in the human services. It is designed to allow the student an opportunity to practice skills of observation, reporting and recording, interpersonal relations, interviewing and counseling, and other helping relationship skills and techniques within bilingual, bicultural community and institutional settings. (4 credits)

Seminar in Community Resources

Students will select from a series to be arranged by the coordinator. Seminar topics may include such specialties as Community Service Methods, Recreation/Leisure, Leadership, Resource development, etc. Qualified professionals with specialties in the topic area will teach the seminars. Reading, discussions, and practical experience will be integrated in the seminar. (3 credits)

Psychology of Adjustment

The study of processes involved in the adjustment of the individual to the problems of every day living. Emphasis given to the study of techniques of adjustment and to meet conflict situations in the social environment and to those aspects of adjustment directly related to personal growth. (3 credits)

Interviewing-Counseling

An examination of and practice with the techniques of psychological interviewing for the purposes of gathering data and/or modifying human behavior. Current theories and techniques or counseling and psychotherapy will be studied and experience with interviewing and counseling techniques will be gained under professional supervision. (3 credits)

Developmental Services for The Aging

To acquaint students with the developmental approach to services for the aging and to provide a working knowledge of programs and services currently available to elder citizens. (3 credits)

Developmental Psychology

Introduces the student to principles of human development. Conception is the beginning of a human life and death is its cessation. Human development is the evolution of the individual from conception and spiritual characteristics is the subject matter of human development. Emphasis will be placed on psychological stages and needs. (3 credits)

Introduction to Gerontology

An introduction to the theory and practice of gerontology. This course will (1) trace the historic, legal and political aspects of services to the elderly; (2) consider the economic, physiological, psychological adjustments of older persons, as well as the transportation, communication, learning and social aspects; (3) give consideration to the unique cultural, social and communication needs of ethnic minorities, and (4) provide understanding of the role and function of a gerontology specialist. (3 credits)

Nature & Needs of the Developmentally Disabled

This course is an overview of the area of developmental disabilities, and will include the physiological, psychological, educational, and familiar characteristics of developmental disabilities. Areas covered will be mental retardation, cerebral palsy, epilepsy, autism, and other handicapping conditions that are closely related to mental retardation in terms of the level of intellectual functioning or impairment. The historical development of treatment for the developmentally disabled will be presented, and current definitions and concepts will be discussed. The practicum site will be used to assist in the identification and knowledge of the developmentally disabled. (3 credits)

Introduction to Human Services

A non-theoretical course designed as an orientation to the national, state and local human service delivery systems. The human service specialty areas, the human service models, and the human service professions will be presented. Inter-relationships within all human service and health professions will be discussed in addition to professional ethics, confidentiality and relevant professional terminology. Basic helping skills will be presented and practiced. This course is designed to afford the student more confidence entering the practicum situation and is a prerequisite to all practicum placements. (3 credits)

Introduction to Psychology

Introduction to the scientific study and interpretation of behavior, psychological development, emotion, motivation, perception, learning, thinking, and cognitive processes, intelligence, personality and animal behavior. Basic principles and their practical application. (3 credits)

Bilingual Communication

Designed to develop greater proficiency in the spoken languages (French, English), this course emphasizes vocabulary and expressions most apt to be used in every day speech as well as professional terminology. (3 credits)

Group Processes

Directed to an understanding of group functioning and leadership. This course considers factors involved in group cohesions and group conflicts. Attention is given to communication systems, emotional styles, and role function in groups. Techniques of role playing, psycho-drama, and socio-drama are considered. During the laboratory experience the small group studies itself and puts communication and sensitivity skills into practice. (3 credits)

Appendix D

Courses and Faculty

Fort Kent Site

Timothy Brooks, Ed.D.	Interviewing/Counseling
Roger Cooke, M.A.	Introduction to Human Services
Frank DeSalvo, M.S.S.W.	Community Resources and Problems - Part I
Jeanne Edwards, M.S.	Community Resources and Problems - Part III
Franklin T. Grady, Ph.D.	General Psychology Abnormal Psychology
Joseph Hallee, M.A.	Communications for Bilingual Learners - Part II
Joyce Harvey, B.S.	Practicum in Human Services Community Resources and Problems - Part IV
Walter Lichtenstein, Ph.D.	Communications for Bilingual Learners - Part I
Philip Ouellette, M.S.W.	Group Processes
Mary St. John, M.S.	Community Resources and Problems - Part III

Presque Isle Site

John Braley, M.A. University of Maine, Presque Isle	Seminar in Community Resources
John Freund, Ed.D. Aroostook Mental Health Center	Seminar in Community Resources
Guy Gallagher, M.A. University of Maine, Presque Isle	Bilingual Communications
Willard Millis, Ph.D. Aroostook Mental Health Center	Introduction to Psychology Interviewing/Counseling
Robley Morrison III, Ph.D. Aroostook Mental Health Center	Introduction to Psychology
Philip Ouellette, M.S.W. Child & Family Counseling Services	Group Processes

Francoise Paradis, M.Ed. Campus Coordinator	Introduction to Human Services Group Processes Practicum in Human Services Seminar in Community Resources
James Pinette, B.S Caribou High School	Bilingual Communications
John Toomer, M.S.W. Aroostook Mental Health Center	Psychology of Adjustment

Augusta Site

Michael Beaudoin, Ed.D Project Director	Introduction to Human Services
Gloria Lachance, B.A. Augusta Adult Education	Bilingual Communications
Louise Spugnardi, M.S. Coordinator	Introduction to Psychology
Marvin Rosenblum, B.S. Mid-Coast Educational Development Center	Group Processes Interviewing/Counseling
Grace Leonard, M.A. Guidance and Counseling	Developmental Psychology
Jon Schlenker, M.A. University of Maine, Augusta	Introduction to Gerontology
Germaine M. Orloff, B.A. Campus Coordinator	Practicum Seminar
Ian MacKinnon, M.Ed. University of Maine, Augusta	Activities/Recreation Leadership

Lewiston-Auburn Site

Louise Parent Spugnardi, M.S. Campus Coordinator	Introduction to Psychology Practicum Seminar
Raymond Duchette, M.S.W. Department of Human Services	Group Process Interviewing/Counseling
Denis Ledoux, M.S. The Androscoggin School	Bilingual Oral Communication
Raymond Zito, M.S.W. Counselor	Introduction to Human Services

Richard Spugnardi, M.S. University of Maine, Augusta	Developmental Psychology
Barry Davidson, M.S.W. Tri-County Mental Health Services	Introduction to Gerontology
Constance Earl, R.N. Tri-County Mental Health Services	Introduction to Gerontology
Joel Packer, M.S. Pathways, Inc.	Nature and Needs of the Developmentally Disabled

Biddeford Site

Howard Lehrer, M.S.W. Outreach Program	Introduction to Human Services
Norman Beaupre, Ph.D. St. Francis College	Bilingual Oral Communications
Ron Houle, M.S.W. Private Practice/Counseling	Group Process
Robert Staffieri, Ed.D. Psychologist	Introduction to Psychology
Pam Alberts, M.A. University of New Hampshire	Introduction to Gerontology
Eugene Cavanaugh, Ph.D. St. Francis College	Psychology of Adjustment
Don Sharland, M.S.W. Cumberland/York Senior Citizens Council	Developmental Services to the Aging
Nicole Cecile Collin Campus Coordinator	Practicum
Roberta Wentworth, M.S.W. New Life Center	Introduction to Human Services
Gregory Dumas, M.S.W. Psychiatric Social Worker/ Elderly Services Program York County Counseling	Developmental Services to the Aging

Appendix E

Agencies Participating in Practicum

Lewiston-Auburn Site

Western Maine Task Force on Aging, Lewiston

Marcotte Nursing Home, Lewiston

State Department of Human Services, Lewiston

Clover Manor Nursing Home, Auburn

Task Force on Human Needs, Auburn

Lewiston Junior High School, Lewiston

Androscoggin Home Health Agency, Auburn

Montello Elementary School, Lewiston

McMaun Elementary School, Lewiston

Pathways Inc., Dayschool, Auburn

Pineland Center Hospital, Pownal

Pathways Rehabilitation Center, Lewiston

Bureau of Mental Retardation, Lewiston

Martel Elementary School, Lewiston

Biddeford Site

Cumberland - York Senior Citizens Council, Portland

Disabled Veterans Outreach Program, Biddeford

Homemakers Services of the Diocese Human Relations Program, Biddeford

Ross Senior Citizens Center, Biddeford

St. Andre's Health Care Facility, Biddeford

Trafton Senior Citizens Center, Sanford

Trull Nursing Home, Biddeford

Webber Hospital Association, Biddeford

York County Health Services, Saco

York County Counseling Services, Biddeford

Presque Isle Site

A. R. Gould Memorial Hospital

Aroostook Regional Task Force for Older Citizens

Ashland Head Start, Ashland

Bureau of Human Relations

Caribou Nursing Home, Caribou

Cary Memorial Hospital

Presque Isle Nursing Home, Presque Isle

SAD#1 Adult Education

YMCA

Fort Kent Site

Forest Hill Manor, Fort Kent

St. John Valley Security Home, Madawaska

Eagle Lake Home, Eagle Lake

Aroostook County Action Program, St. Agatha

Aroostook Regional Task Force, Fort Kent

Aroostook Mental Health Clinic, Fort Kent

Northern Maine Medical Center, Fort Kent

Cooperative Extension Service, Fort Kent

Augusta Site

Cooperative Extension Service, Augusta

Lakewood Manor, Waterville

Diocesan Human Relations, Waterville

Franklin Manor, Famington

Augusta Mental Health Institute, Augusta

Association for Retarded Citizens, Bath

Heritage Home, Winthrop

Williams Nursing Home, Augusta

Hilltop Center for Handicapped, Waterville

Augusta Convalescent Center, Augusta

Appendix F

Sample Competencies Applicable to Human Services Agencies

1. Conduct effective interviews with clients.
2. Demonstrate basic helping skills.
3. Demonstrate knowledge of progress reporting and charting.
4. Co-lead a Group Therapy Session.
5. Demonstrate ability to counsel client's family.
6. Plan and carry out the discharge of a client.
7. Coordinate aftercare services for a client.
8. Demonstrate ability to plan individual and group activities for clients.
9. Assess strengths and limitations of clients in activities.
10. Effectively coordinate and accompany institutionalized clients to outside activities.
11. Convey an attitude of tolerance and patience while dealing with clients.

Appendix G

Advisory Board

Dr. Constance Carlson, Dean
Bangor Community College

Ms. Mary L. Cormier, Program Director
Human Services
Bangor Community College

Dr. Carroll McGary, Acting Dean
Adult Education and Community Services
University of Maine at Augusta

Dr. Roland Burns, Executive Dean
University of Maine at Fort Kent

Mr. David Wheeler, Director
Lewiston-Auburn Center
University of Maine at Augusta

Mr. Vern Lindquist, Director
Special & External Programs
University of Maine at Presque Isle

Mr. Richard Sturgeon, Associate Director
Associate Degree Studies
University of Maine at Portland-Gorham

Appendix H

Project Staff

Dr. Michael Beaudoin, Project Director
Bangor Community College
Bangor, Maine

Ms. Joyce Baker Harvey, Coordinator
University of Maine at Fort Kent
Fort Kent, Maine

Ms. Nicole Cecile Collin, Coordinator
York County Community College Services
Biddeford, Maine

Ms. Francoise Paradis, Coordinator
University of Maine at Presque Isle
Presque Isle, Maine

Ms. Louise Spugnardi, Coordinator
Lewiston-Auburn Center
Auburn, Maine 04210

Ms. Germaine Orloff, Coordinator
University of Maine at Augusta
Augusta, Maine

UMA To Offer Franco-American Programs In Gerontology, Mental Disability

BY GARY ROBB
Journal Staff Writer

A human services program geared toward the Franco-American populus in the twin cities will begin on Sept. 12 in association with the University of Maine. The program is designed "to give those people (of the Franco-American community a chance to go to college," according to Ms. Louise Spugnardi, site coordinator for Lewiston-Auburn. The program will provide bi-lingual human service courses to prepare students as paraprofessionals to work in human service agencies.

Students in the human services program have the opportunity to enroll in one of two programs: gerontology or mental disability. The gerontology program graduated 15 students last year and eight are currently working on an associate degree in human services. All course credits earned in this program are transferable within the University of Maine system and may be applied toward such a degree. The program is designed so that the enrollee attains 24 credits upon completion of the one-year program in May.

The three credit courses that will be offered for the fall session of this program include an introduction to human services, bi-lingual communications, group process and and introduction to psychology.

The human services introductory course gives an idea of what a human service agency is, what types of clientele should be expected and the types of skills one needs to work in such an agency, according to the L-A site coordinator. "Some of our courses are didactic in nature," she said, "but there is lots of role playing." Adults have a world of experience that 18-year-olds do not have and they can bring this past experience into the classroom. Raymond Zito who is the only instructor who is not bi-lingual in the program will teach the introductory course. Zito is a private counselor with his own practice and has had extensive experience in agencies. He holds a Masters degree in Social Work.

Bi-lingual communications, instructed by Denis Ledoux, is not a program to teach anyone French, Ms. Spugnardi emphasized. Rather, it aims to upgrade English reading and writing skills levels. French verbal skills are reinforced in the student for use in the services programs, especially in relating to the elderly in the gerontology facet of the program. According to the coordinator, such reinforcement is necessary for the human service worker when translating the French to English on forms and applications for the benefit of the elderly client. Ledoux is experienced in developmental reading and writing skills in the bi-lingual.

Assistant Director of the Dept. of Human Services in Lewiston Raymond Duchette will instruct group processing. The main goal of this course is to help people become more comfortable in groups, said Ms. Spugnardi. It teaches the student how a group functions, how to identify group leaders and analyze a group and group situation. Several group exercises will be experiecned in this course.

Ms. Spugnardi will instruct the introductory course in psychology. Her main goal is to have the students develop an understanding of the terms that are commonly used in human services. The course will be a broad overview of psychology with emphasis on psychological growth and development of communication skills and interaction. "It will generally give them a good idea where they can find other materials in psychology." The last half of the course will focus on self growth and development.

Perhaps the most important advantage to enrollment in this program is the inclusion of a study skills workshop to be held twice per week (one hour per session) for the first six weeks. The skills workshop is designed to improve study skills and will cover such necessities as "how to read a text and get the most out of it; how to understand what the professor is saying when he really isn't saying it; how to study for a test and understand the professor in lecture. It's a basic survival course," said Ms. Spugnardi, "called 'How To Survive in College'." Following the six week workshops, the time will be used as a seminar for agency representatives who will attend and present a brief talk on their particular agency (perhaps 10 or 15 minutes), then open the discussion to the class.

Ms. Spugnardi said that in the past the agencies have been cooperative. Last year all the agencies concerned gerontology, such as nursing homes, senior citizen centers, the local Home Health agency, Task Force For Human Needs as an outreach worker, and the Bureau of Human Relations and Meals on Wheels. The addition of the Mental Disablility option will include dealing with children, adolescents, adults and the elderly. Contacts for agencies in this option will be made in November and December, she said. Agencies in the new program option include Handicapped Inc., Madison St. School, the local Task Force agency in outreach, and there is speculation that Pineland in Pownal will also be a future agency.

The practicum seminar with an agency will require each student to spend 150 total hours: 120 hours in an agency and 30 hours of classroom time devoted to theory and practical application. The seminar is an internship for the Franco-American human services student.

Other course options in the curriculum include a three credit course in psychology of adjustment or interviewing counseling. Two remaining courses to be taken by the student will be geared to the individual's option; gerontology or mental disability. Ms. Spugnardi said that the new option in the program will not only deal with mental disability but include physically handicapped as well.

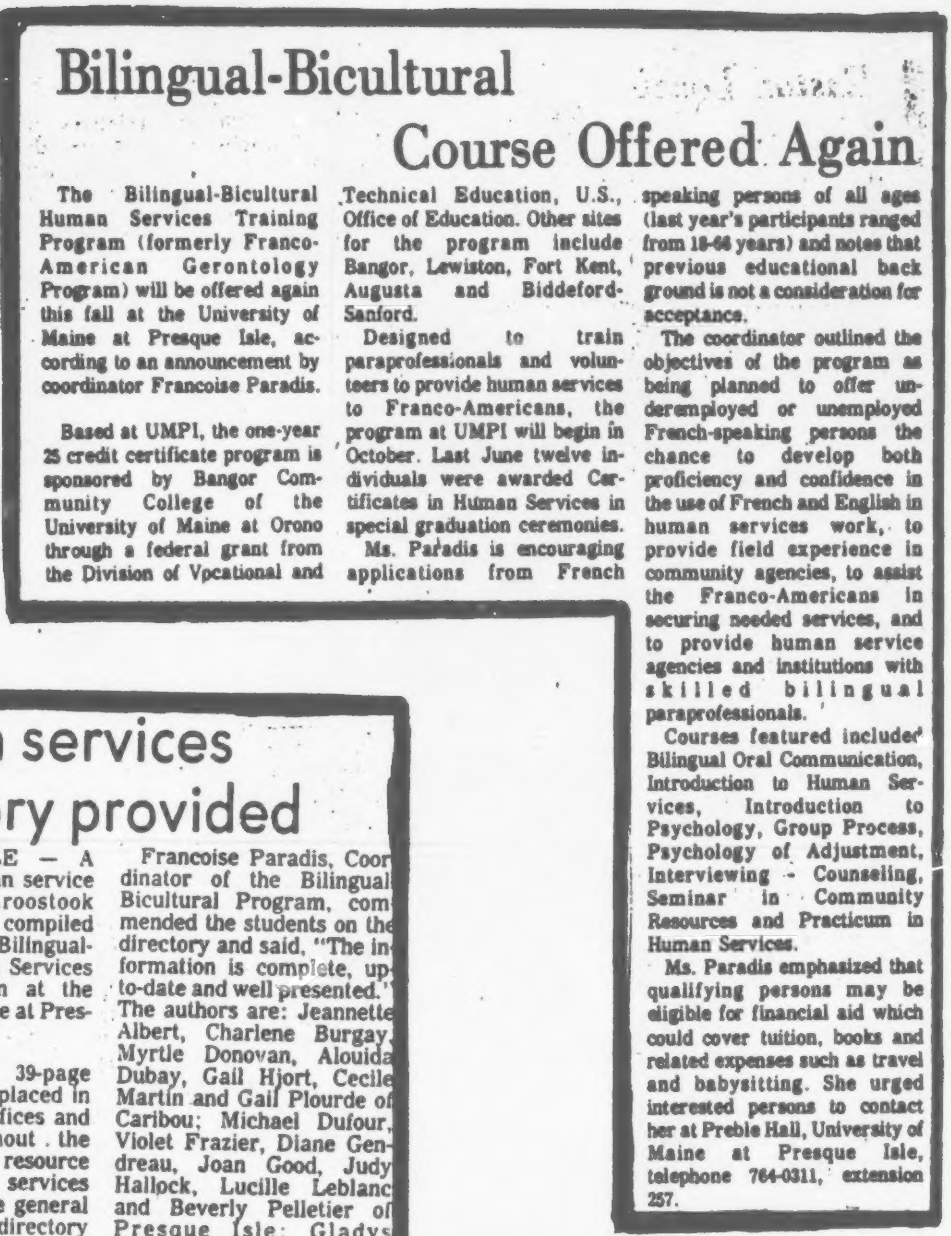
The Franco-American program began last year in Lewiston-Auburn but has been taught in three areas prior to this: Presque Isle, Augusta and Bangor. It was designed at Bangor Community College by Michael Beaudoin, project coordinator, who worked with BCC personnel to condence the two-year degree program into a one-year certificate program.

Ms. Spugnardi emphasized that money should be no object for a student who is serious about furthering his or her education in this adult program. "Direct educational costs should not be a problem." There are several means of financial aid through the University of Maine at Augusta or through a grant from the program budget itself. Each program site has its own budget, coordintor Spugnardi explained, which is approved by a project overseer by the U.S. Dept. of Education in Washington, D.C. The budget includes the coordinator's salary and a stipend that will pay for books and tuition.

There are currently five sites in the state of Maine that offer certificate human services programs: UM at Presque Isle, UM at Fort Kent, UM at Augusta (programs in Waterville and L-A), and a new program beginning in York County at Biddeford. Classed will be held Monday through Friday fromt 9 to 11:30 a.m. in Lewiston-Auburn at a new location, Sacred Heart. Ms. Spugnardi said that this is an ideal time period since the students who enroll in the program are generally housewives in their late 30s or early 40s whose children are in school or perhaps their children are grown and they are looking for something to keep themselves busy.

Registration period will continue through the first week of classes and end on Sept. 26. For futher information contact the UMA Center in Auburn.

SAMPLE PUBLICITY



Bilingual-Bicultural Course Offered Again

The Bilingual-Bicultural Human Services Training Program (formerly Franco-American Gerontology Program) will be offered again this fall at the University of Maine at Presque Isle, according to an announcement by coordinator Francoise Paradis.

Based at UMPI, the one-year 25 credit certificate program is sponsored by Bangor Community College of the University of Maine at Orono through a federal grant from the Division of Vocational and Technical Education, U.S., Office of Education. Other sites for the program include Bangor, Lewiston, Fort Kent, Augusta and Biddeford-Sanford.

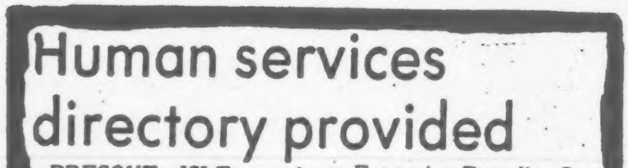
Designed to train paraprofessionals and volunteers to provide human services to Franco-Americans, the program at UMPI will begin in October. Last June twelve individuals were awarded Certificates in Human Services in special graduation ceremonies.

Ms. Paradis is encouraging applications from French speaking persons of all ages (last year's participants ranged from 18-66 years) and notes that previous educational back ground is not a consideration for acceptance.

The coordinator outlined the objectives of the program as being planned to offer underemployed or unemployed French-speaking persons the chance to develop both proficiency and confidence in the use of French and English in human services work, to provide field experience in community agencies, to assist the Franco-Americans in securing needed services, and to provide human service agencies and institutions with skilled bilingual paraprofessionals.

Courses featured included Bilingual Oral Communication, Introduction to Human Services, Introduction to Psychology, Group Process, Psychology of Adjustment, Interviewing - Counseling, Seminar in Community Resources and Practicum in Human Services.

Ms. Paradis emphasized that qualifying persons may be eligible for financial aid which could cover tuition, books and related expenses such as travel and babysitting. She urged interested persons to contact her at Preble Hall, University of Maine at Presque Isle, telephone 764-0311, extension 257.



Human services directory provided

PRESQUE ISLE — A directory of human service programs in Aroostook County has been compiled by students in the Bilingual-Bicultural Human Services Training Program at the University of Maine at Presque Isle.

Copies of the 39-page booklet are being placed in human services offices and libraries throughout the county for use as a resource guide to human services workers and to the general population. The directory lists the various agencies and gives such information as the types of services provided, the population served, needs filled, how funded, what fees, if any, are charged, the name and phone number of a contact person, and an evaluation of the agency and its services.

Francoise Paradis, Coordinator of the Bilingual Bicultural Program, commended the students on the directory and said, "The information is complete, up-to-date and well presented." The authors are: Jeannette Albert, Charlene Burgay, Myrtle Donovan, Alouida Dubay, Gail Hjort, Cecile Martin and Gail Plourde of Caribou; Michael Dufour, Violet Frazier, Diane Gendreau, Joan Good, Judy Hallock, Lucille Leblanc and Beverly Pelletier of Presque Isle; Gladys LaPlante and Leah Williams of Van Buren; Elnora Pike of Washburn; and Yvette St. Pierre of Sheridan.

A limited number of copies of the directory are still available and may be obtained by calling 764-0311, Ext. 257.

Learning with special satisfaction

By SANDRA HAIMILA
KJ staff writer

Life can change for people over 40.

That seems to be the moral of a bilingual program for Franco-Americans offered through the University of Maine Augusta.

While the 19 students enlisted in the program range in age from 20 to 62, most are in their forties.

The goal of the program is to train French speaking people for human service jobs, particularly in dealing with elderly people.

Students (18 women and one man) say they are gaining employment skills as well as cultural pride. Some plan to work with older people as soon as the program ends. Others have been so stimulated by the academic life that they hope to use the college credits they will earn toward an associate's degree.

But even more enthusiastically, they talk about how the program has heightened their self confidence.

Most of the students had been away from the classroom for 25 years or so when they enrolled in the bilingual program. And they had reservations about whether they could handle the rigors of a full academic schedule, coupled with family obligations. With the first half of the course completed now, they are surprised and proud.

In the first semester, they attended morning long classes in human services, psychology and bilingual communications and a group dynamics course.

During the spring semester, they will learn about interviewing and counseling, developmental psychology and gerontology. They also will put their knowledge to work in the field one day a week at such locations as the Augusta Mental Health Institute, the Augusta Convalescent Center and the Williams Nursing Home.

Some students admit "the housework has gone to pot" and "my family doesn't get as many cooked meals as they used to," but they have no regrets. The program, they say, has filled an empty space in their lives.

Marie Anne Jacques of 271 Northern Ave. explains the program's effect on her:

"After being in the house 20 years, I thought it would be a challenge to go back to school, to make friends there and to learn about human services. I found out it can be done, even if you're over 40."

A part time cleaning woman and the mother of five children between the ages of 10 and 20, Mrs. Jacques admits now, "I was beginning to be a bored housewife. . . . (The program) has fulfilled something — there was a void somewhere. Now I feel better about myself; it has helped me psychologically. I'm not the quiet person I used to be. I've found there's more to life than sitting at home and cleaning."

Mrs. Jacques says her family "thinks it's great" she is taking college courses and were not surprised by her decision. She had always been interested more in reading than in television. "I've

Features

Mrs. Jacques, like several of the students, left high school before graduation. Years later, she did get a diploma through night school at Cony. She decided a while ago that she wanted to go to college, but with one son at the University of Maine Portland-Gorham and another son considering it, she thought she would be "last on the list" for a college education.

Then she read about the bilingual human service program and saw her opportunity. The federal grant covers tuition, so the program is free to students. When she completes the program this spring, her "main aim is to help the elderly."

Bernadette Pepin of 43 Washington St. had not been in school for 31 years when she enrolled in the program. Now, she says, "I'm really proud of what I've done. What I have gained the most of is self-confidence. I plan to help other people with what I've learned."

Mrs. Pepin left high school after two years, but now hopes to get a high school equivalency diploma after she completes the program at UMA. "I'm doing it backwards," she admits, "first college and then back to high school . . . Since I've been married, I have had many dreams of going back to school."

Like other students, Marie-Ange Thibeau of 300 Civic Center Drive talks about the need for bilingual social service workers in the area. She says there are many French-speaking elderly people who "answer 'yes' and 'no,' and that's the extent of it" because they cannot communicate with English-speaking human service workers. She hopes to help these people by "making them feel at ease."

For Mrs. Thibeau, a high school graduate who has worked nearly all her life, the bilingual program meant a return to school after a 35-year absence. Until two years ago, she had worked at such diverse jobs as teaching school, working in a cotton mill and a shoe factory and delivering meals to shut-ins.

She looks upon the program as a "big adventure" which could lead to interesting work and which has helped students better understand themselves and each other.

Except for a brief stint at a part-time job, Jeannine Vachon, 43, has not worked since her first child was born 21 years ago.

When she read about the program, she said to herself, "This looks like a challenge that I could cope with."

She enrolled for self-enrichment and a marketable skill. The program has "stimulated (her) to education." Now she hopes

Program coordinator Germaine Orloff with students

"My family is behind me," Mrs. Vachon says, "They don't get as many cooked meals as they used to, but they don't seem to mind. My husband has a college degree and recognizes the value of it."

Juliette Weston of Lynn Road, a widow with two daughters, has worked ever since she was 15. She went to business school four years ago, but has become bored with

interesting work. Now, Mrs. Vachon, too, is "toying w idea" of going to college again next year.

Returning to school has meant more to share with h daughters who are students at UMA. Conversation cent homework and mutual school-related experiences. Vachon, however, laughingly admits that not all is equ

Augusta, Wednesday, May 24,

Bilingual program concluded

A certificate ceremony for people enrolled in a one-year bilingual program for Franco-Americans has taken place at the University of Maine-Augusta.

The program was aimed at training French-speaking people for human service jobs, particularly those that deal with the elderly.

Students, who ages varied from 20 to 60, worked at area nursing homes and state human service agencies and took a full schedule of courses.

Many students plan to continue their education in liberal studies or nursing programs. Several who had not completed high school will take an equivalency program.

Most students plan to use their new skills as full-time human service workers or as volunteers.

Participants include Gloria Arbor, Donna Deinne, Della Dube, Jeannette Gagne, Marie-Anne Jacques, Arlene Laliberte, Bernadette Pepin, Marie-Ange Thibeau, and Juliette Weston, all of Augusta; Adrienne Gilley of Winthrop and Jeannine Vachon of Farmingdale.

MORNING SENTINEL
Friday. Dec. 30

UMA Bilingual Program Has Students 20-62

By SANDRA HAIMILA
KJ Staff Writer

AUGUSTA — Life can change for people over 40.

That seems to be the moral of a bilingual program for Franco-Americans offered through the University of Maine-Augusta.

While the 19 students enlisted in the program range in age from 20 to 62, most are in their forties.

The goal of the program is to train French-speaking people for human service jobs, particularly in dealing with elderly people.

Students (18 women and one man) say they are gaining employment skills as well as cultural pride. Some plan to work with older people as soon as the program ends. Others have been so stimulated by the academic life that they hope to use the college credits they will earn toward an associate's degree.

But even more enthusiastically, they talk about how the program has heightened their self-confidence.

Most of the students had been away from the classroom for 25 years or so when they enrolled in the bilingual program. And they had reservations about whether they could handle the rigors of a full academic schedule, coupled with family obligations. With the first half of the course completed now, they are surprised and proud.

In the first semester, they attended morning-long classes in human services, psychology and bilingual communications and a group of dynamics course.

During the spring semester, they will learn about interviewing and counseling, developmental psychology and gerontology. They also will put their knowledge to work in the field one day a week at such locations as the Augusta Mental Health Institute, the Augusta Convalescent Center and the Williams Nursing Home.

Some students admit "the housework has gone to pot" and "my family doesn't get as many cooked meals as they used to." but they have no

Bilingual Human Services Program Graduates 16

Sixteen Lewiston and Auburn Franco-Americans have graduated from the one-year certification program at the Lewiston and Auburn site of the University of Maine at Augusta's Bilingual Human Services program.

The certificates entitle the graduates to enter the human services field as paraprofessionals, six of them in the field of gerontology and 10 in the field of developmental disabilities, and already some have found employment in their respective fields. Some will continue work toward an associate degree and a few will continue on to receive their bachelor degrees.

The students have accumulated 26 hours of credit. The three-credit courses for the fall included introduction to human services, bilingual communication, group process and introduction to psychology. The spring semester courses included development psychology, interviewing/counseling and practicum seminar.

Student options for their special courses were introduction to gerontology and activities for the elderly or nature and needs of the developmentally disabled and methods of working with developmentally disabled. In addition the students are required to accumulate 120 practicum hours in human service agencies as a part of their course work.

There was a wide spread of ages among the 16 graduates, the youngest being 23 years and the oldest 55. Most of them had been out of the classroom for a number of years before starting the L-A Bilingual program

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St. Mary's General Hospital

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BILINGUAL STUDENTS GRADUATE — These 16 Franco-American students from the Lewiston and Auburn area were graduated Friday from the Lewiston-Auburn campus of the University of Maine Augusta, Bilingual Human Services program. The one-year program prepares them to enter the human services field as para-professionals. Some of the students plan to continue to receive degrees.

In the front row, left to right, are Patricia Rossignol, Minn Chenard, Constance Leeman, Gilberte Landry, Dorothy Meagher, Claudette Lessard, Constance Pelletier and Jeanne Benier; and i the rear row are Therese Ouellette, Suzanne Pare, Robert Ouellette, Doris Boisvert, Ben Bannister, Lorraine Cote, Marce Mathieu and Lucille Landry.. Staff Photo by Simokaitis.)

L-A- Bilingual Students Graduate From UMA Class

Graduation day came Friday for 16 Lewiston and Auburn Franco-Americans who have been students in the one-year certification program at the Lewiston and Auburn site of the University of Maine at Augusta's Bilingual Human Services program. There was a luncheon and informal graduation program at Steckino's Restaurant.

The certificates entitle the graduates to enter the human services field as para-professionals, six of them in the field of gerontology and ten in the field of developmental disabilities, and already some have found employment in their respective fields. Some are to continue work toward an associate degree and a few will continue on to receive their bachelor degrees.

The students have accumulated 26 hours of credit. The three credit courses for fall included Introduction to Human Services, Bilingual Communication, Group Process and Introduction To Psychology. The spring semester courses included Development Psychology, Interviewing/Counseling and Practicum Seminar. Student options for their special courses were Introduction to Gerontology and activities for the Elderly or Nature and Needs of the Developmentally Disabled and Methods of Working with Developmentally Disabled. In addition the students are required to accumulate 120 practicum hours in human service agencies as a part of their course work.

There was a wide spread of ages among the 16 graduates, the youngest being 23 years and the oldest 55. Most of them had been out of the classroom for a number of years before starting the course.

Appendix J

Financial Aid Awarded
(1977-78)

Project Stipends	$31,934
BEOG	29,736
SEOG	15,163
University Scholarships	10,428
Work-Study	3,450
VA Benefits	13,890
NDS Loans	6,100
Tuition Waiver	1,005
Trade Readjustment Allowance	9,010
Miscellaneous sources	2,790
TOTAL	$123,506

APPENDIX K

Budget Summary

(Projected to June 30, 1978)

Line Item	Total Budget	Expended	Balance
A. Salaries			
Staff	$68,450	$66,016	$2,434
Clerical	6,000	4,946	1,054
Work Study	1,360	710	650
B. Fringe Benefits	11,220	10,679	541
C. Supplies	475	418	57
D. Travel	5,957	4,104	1,853
E. Other Costs			
Postage	450	315	135
Duplication	500	432	68
Telephone	850	795	55
Miscellaneous	2,050	2,050	0
F. Stipends	28,000	27,970	30
G. Total Direct Costs	97,312	90,485	6,827
H. Total Indirect Costs	7,785	7,239	546
GRAND TOTAL	$133,052	$125,679	$7,373